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EFL Student's Attitudes towards the Literature Module: The
case of Third-Year Licence Students at the University of
Ghardaia

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of the Requirements
for the Master's Degree in Didactics*

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Declaration of Originality

Declaration of Honor

I hereby declare that this dissertation is entirely the result of my own investigation and that due reference and acknowledgement are made, whenever necessary, to the work of other researchers.

Date: _____

Signature: _____

Dedication

To the soul of my beloved father, Boucchenga El Hadj, whose dream was to see me succeed.

May Allah have mercy on you and make this work a continuous charity for your soul.

To the souls of my beloved grandmother and my second mother, Malika, may Allah have mercy on them and grant them eternal peace.

To my dearest mother, whose prayers, patience, and unconditional support have been my greatest strength throughout this journey.

To my beloved sister Rokia, for her constant encouragement and support during the most challenging moments.

To my dear sisters Feryal, Nassira, and Rania, for their unwavering support, kindness, and the beautiful moments we shared throughout this journey.

To my family, who have always stood by my side.

And to everyone who contributed, directly or indirectly, to the completion of this work, I dedicate this humble effort

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Abstract

This study investigates EFL students' attitudes toward the literature module at university level. It aims to explore the main factors that influence students' perceptions of literature and examine the role of teaching methods, motivation, and classroom interaction in shaping these attitudes. The study adopts a quantitative research design and uses a questionnaire as the main data collection tool. The sample consists of 42 EFL students from the Department of English at Ghardaia University. The study concludes that students' attitudes toward literature are influenced by several interconnected factors, including language proficiency, teaching methodology, classroom interaction, and motivation. Therefore, adopting learner-centered and technology-based teaching strategies may improve students' engagement and learning experience in literature classes.

Keywords: EFL students, literature module, attitudes, motivation, teaching methods, university level.

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General Introduction

1. Background of the Study

English has become more than just a language of communication; it is now considered a means of academic success and intercultural communication. In the Algerian higher education context, particularly within the LMD system, the English curriculum is designed to be multidimensional, including several important modules such as linguistics, oral expression, civilization, and literature.

Among these modules, literature occupies a significant place because it helps students develop language proficiency, critical thinking, and cultural awareness through exposure to authentic literary texts. It also encourages learners to express opinions, analyze themes, and interact with different perspectives and human experiences.

Despite its importance, many EFL students at the university level experience difficulties with the literature module due to complex language, unfamiliar literary texts, and traditional teaching methods. Consequently, some learners develop negative attitudes toward literature and consider it difficult or uninteresting.

Since students' attitudes greatly influence their motivation and academic performance, this research aims to explore EFL students' attitudes toward the literature module and identify the main challenges that affect their learning experience at university level.

2. Statement of the problem

Although the literature module aims to develop student's linguistic competence ,critical thinking , and cultural awareness , many EFL student's face difficulties in studying literary texts due to linguistic , motivational , and methodological factors

Consequently , a significant gap remains between the academic objectives and the students actual engagement , many students perceive the literature module as a complex and abstract subject, which leads to a lack of motivation and low academic performance, while the curriculum aims to foster critical thinking and cultural awareness, the reality indicates that negative attitudes and linguistic barriers often hinder this process , there is a need to investigate the specific factors that shape this attitudes to determine whether the issue lays

in the nature of the texts themselves, the teaching methodologies or the students own perception of the modules relevance to their future careers.

3. Research Questions

This study is guided by the following research questions:

1. What are EFL students' attitude to the literature module?
2. What factors influence students' perception of literature?

3. Research Hypotheses

In the light of the research questions, the following hypotheses are formulated:

1. EFL students may hold negative attitudes toward the literature module.
2. EFL students have mixed attitudes toward the literature module when taught with innovative methods
3. Teaching methods may play a role in shaping students' attitude towards literature.

5. Objectives of the Study

This research aims to:

1. Analyze the factors influencing these attitudes
2. Examine the relationship between attitudes and student students engage engagement in reading literary texts

6. Research Significance

The study contributes to improve the quality of EFL education by addressing the gap between academic expectations and students needs. It is also important for helping teachers better understand students perceptions of literature.

7. Research Design

This design is suitable for this study as it aims to describe the current state of students attitudes and identify the obstacles. They face in literature classes without manipulating the research environment, the study adopts a predominantly quantitative research design with a minor qualitative component

Chapter one

Chapter One

Students Attitudes towards Literature Module

1. Definition of Attitude

Attitudes are considered one of the most important factors in the learning process because they influence learners' motivation, participation, and academic achievement.

In language learning, attitudes refer to learners' feelings, beliefs, and reactions toward a particular subject or learning experience (Ahmed, 2018).

According to Makhoulf (2025), students' attitudes play an essential role in developing their academic and communicative skills in EFL classrooms.

Positive attitudes generally encourage learners to participate actively and engage with classroom activities, whereas negative attitudes may reduce students' interest and motivation toward learning.

Similarly, Allami (2018) stated that students may develop either positive or negative attitudes toward literature depending on their learning experiences, teaching methods, and understanding of literary texts.

2. The Importance of Attitudes in Literature

Attitudes play an essential role in literature learning because they influence students' motivation, participation, and comprehension of literary texts. Positive attitudes towards literature can encourage learners to engage actively in classroom discussions, appreciate literary works, and develop critical thinking skills.

In contrast, negative attitudes may reduce learners' interest and create difficulties in understanding literary texts (Allami, 2018).

According to Gardner (1985), attitudes significantly affect language learning outcomes since learners with positive attitudes tend to demonstrate greater motivation and classroom participation. Similarly, Yilmaz (2012) emphasized that students' appreciation of literature can contribute to improving both language competence and cultural awareness.

Therefore, understanding students' attitudes towards literature is important for improving teaching practices and creating more motivating learning environments in EFL classrooms.

3. Positive and Negative Attitudes

Students with positive attitudes usually demonstrate motivation, participation, and willingness to learn. Positive attitudes encourage learners to interact with literary texts and appreciate literature as a meaningful educational experience (Yilmaz, 2012).

On the other hand, negative attitudes may reduce students' interest and classroom participation. Some learners perceive literature as difficult, boring, or irrelevant to their academic needs (Allami, 2018).

Likewise, Al-Mahrooqi and Al-Wahaibi (2012) stated that literature courses generate different attitudes ranging from love to hatred among English major students.

Generally, attitudes consist of three main components: the cognitive component, which refers to learners' beliefs and thoughts; the affective component, which reflects learners' feelings and emotions; and the behavioral component, which represents learners' reactions and actions toward learning (Gardner, 1985).

4. Factors Affecting Students Attitudes towards Literature

Several factors influence learners' attitudes toward literature modules in EFL classrooms.

4.1. Teaching Methodology

Teaching methodology plays a significant role in shaping students' attitudes towards literature learning. Traditional teacher-centered approaches may reduce learners' motivation and

classroom participation, whereas interactive and learner-centered methods can make literature more accessible and enjoyable for EFL students (Kheladi, 2013).

4.2. Motivation

Motivation is considered an essential factor that affects students' attitudes toward literature. Highly motivated learners tend to show greater interest in literary texts and participate actively in classroom discussions. In contrast, low motivation may lead students to perceive literature as difficult or boring (Allami, 2018).

4.3. Language Proficiency

Language proficiency can strongly influence students' understanding of literary texts. Learners with limited vocabulary and weak language skills often face difficulties interpreting literary works, which may contribute to developing negative attitudes towards literature courses (Al-Mahrooqi&Al-Wahaibi, 2012).

4.4. Technological Integration

Technological integration has become increasingly important in modern EFL literature classrooms. The use of multimedia resources, videos, and digital tools can facilitate comprehension, enhance classroom interaction, and improve students' motivation and attitudes toward literature learning (Cherif Hosni & Mamouni, 2024; Kheladi, 2013).

5. Cognitive Attitudes

It is referred to learners beliefs and perceptions about literature as a learning tool. Students perceive literature, as a means to enhance vocabulary, comprehension, and critical thinking. Similarly, Rahma and Tahra (2012) indicate that learners, consider literary texts, valuable for interpretation and analytical skills.

In the Algerian context, a study conducted in Setif University confirms that positive perceptions increase student motivation to read literary texts (Mellit&idri,2019). Findings from a study carried out in BordjBouarreridj shows that learners value tools that improve

grammar and vocabulary reinforce in the idea that literature is cognitively seen as a rich linguistic resource (Kheladi , 2012)

6. Affective Attitude

Affective attitude involves students' emotions and feelings toward literature (Mellit&idri , 2019)

According to Rahma and Tahra (2012), students experience, enjoyment and curiosity when texts are engaging, but may also feel anxiety due to linguistic or cultural difficulties

Likewise, Azib&Allouani (2018)demonstrate that supportive guidance increases learners' confidence, which can positively influence their emotional engagement with literature

Additionally, Ahmed Mohammed(2018) highlights, frustration caused by complex text; in contrast, Mellit&idri(2019) shows that positive attitude enhances motivation

7. Behavioural Attitude

Behavioural attitude reflects learners. Actual practises and engagement as mentioned in Mellit&idri (2019) shows that motivated students actively participate in reading activities, interpret, literary texts and engaged in classroom discussions

However, Ahmed, M (2018) reveals that negative attitudes lead to avoidance and passive learning, meanwhile Azib&Allouani (2018)shows that guidance encourages learners to revise and improve their work.

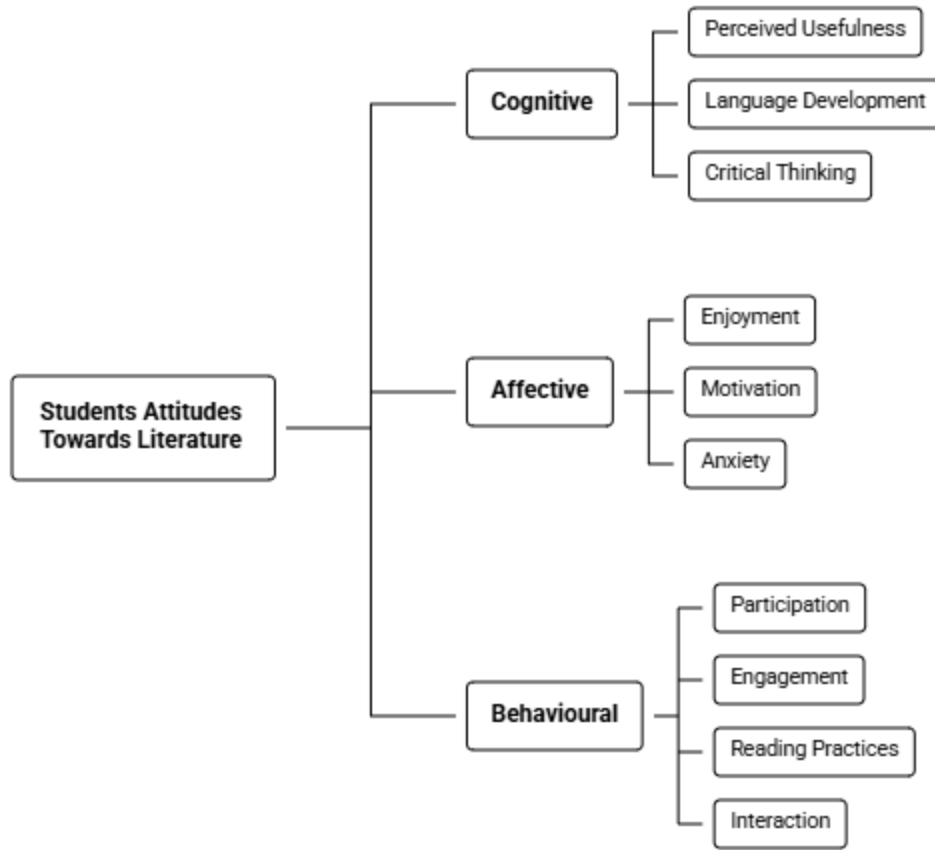


Figure 1: Student Attitudes towards Literature

The diagram above illustrates that cognitive affective and behavioural attitudes are interconnected: students who believe literature is useful (cognitive) and who feel motivated towards it (affective) and the ones who are more likely to engage, actively (behavioural). Working on these particular dimensions may ultimately lead to effective learning and deeper engagement with literary text in EFL contexts.

8. Attitudes in Foreign Language Learning

Attitudes play a significant role in foreign language learning, as they influence learners' motivation, engagement, and overall achievement (Khetir, 2021)

Learners' attitudes toward the target language and its speakers have a direct impact on both the learning process and learning outcomes, as positive attitudes facilitate learning while negative ones may hinder progress (Khetir, 2021)

Moreover, attitudes are strongly linked to motivation, which is considered a key factor in successful language learning. Learners who hold positive attitudes are more motivated and show greater interest in acquiring the language (Dörnyei, 2009; Csizér, 2007)

In addition, motivated learners with positive attitudes tend to be more ambitious and willing to use the language in different contexts, which enhances their communicative competence (Khetir, 2021)

Furthermore, positive attitudes encourage active participation in classroom activities such as speaking, reading, and interaction, which are essential for effective language acquisition (Khetir, 2021 ; Dörnyei, 2009; Csizér, 2007)

On the other hand, negative attitudes may lead to lack of interest and low involvement, making language learning more difficult and less effective (Khetir, 2021)

Finally, learners' attitudes are shaped by their experiences and perceptions of the usefulness of the language, as students who see the language as relevant for academic or communicative purposes tend to develop more positive attitudes toward learning it (Khetir, 2021)

9. The Importance of Attitudes in Academic Achievement

Students' attitudes are considered one of the most important factors influencing academic achievement (Kulmetov&Ekiz, 2016) ,

Several studies have demonstrated that attitudes play a predictive role in determining students' success (Kulmetov&Ekiz, 2016; Hişmanoğlu, 2015; Güngör, 2021) . Learners who hold positive attitudes toward their subjects tend to achieve higher academic results, whereas those with negative attitudes often experience lower performance (Hişmanoğlu, 2015)

Furthermore, attitudes are strongly connected to learners' motivation and academic performance since students with positive attitudes tend to show greater participation and engagement in the learning process (Gardner, 1985).

Furthermore, attitudes toward learning are strongly associated with students' success orientation, as they significantly predict learners' willingness to learn and achieve academic goals (Güngör, 2021)

Moreover, positive attitudes encourage active participation in the learning process, whereas negative attitudes may reduce engagement and limit students' academic progress (Marton&Saljo, 1997)

10. Traditional and Innovative Methods of Teaching Literature in EFL Classes

Teaching literature in English as a foreign language classes has evolved from traditional teacher-centred methods to more innovative and learner centred approaches (Carter&Long 1991;Lazar ,1993). Researchers have proposed various methods to improve learners' comprehension, language proficiency, and literary appreciation. (Carter&long, 1991; Lazar ,1993; Hişmanoğlu 2005)

10.1. The Traditional Methods of Teaching Literature

Traditional methods focus on the teacher as the central source of knowledge (Carter&Long 1991). Students are generally passive recipients of information in these methods (Lazar ,1993).

11. The Cultural Method

The Cultural Approach is one of the earliest methods used in literature teaching (Kheladi,, 2012).

The Cultural Model considers literature as a source of cultural and historical information (Carter&Long 1991).

Teachers explain the background traditions and ideologies reflected in literary texts in order to help students understand the target culture (Lazar ,1993).

As Carter and Long (1991) presented that the Cultural Model helps learners learn, understand different cultures and ideologies portrayed in literary texts.

12. The Language-based Method

This method uses the text to teach language structures like grammar, syntax, and vocabulary. Features focus on the textual analysis and linguistic features to improve students' language competence.

As mentioned in an article entitled 'Introducing Literature to an EFL Classroom' that the language model emphasizes the subtle and varied creative uses of language. Likewise, the dissertation (cherifhosni&mamouni , 2024) investigating the challenges of studying literature in an EFL context states that literature contributes to vocabulary enrichment and language development in EFL contexts.

13. Teacher-centred Instruction

It is one of the most common traditional methods used in teaching literature (Hişmanoğlu 2005 ; Mellit&idri 2019).

The teacher dominates classroom by providing explanation and interpretations while students remain passive recipients of knowledge (Mellit&idri 2019 ; Lazar , 1993).

Kheladi(2012) reveals that literature teaching in Algerian universities is still teacher-fronted despite educational reforms, encouraging learner-centred pedagogy

14. The Information-based Approach

Hosni&mamouni(,2024) posit the Information-based Approach as one of the traditional approaches employed in EFL literature classrooms.

This approach focuses on teaching, factual and historical knowledge such as literary history, biographies of authors and literary movements (Carter&Long 1991). The main objective is the transmission of information rather than seeking students 'personal interpretation (Dallel B,2018)

15. Innovative Method of Teaching Literature

15.1. The Personal Growth Method

The Personal Growth Method aims to connect literary texts with learners' personal experiences and emotions (Carter&Long 1991

Literature becomes a means of self expression and personal development (Lazar , 1993).

According to (Civdetyilmaz , 2012) and (Carter&Long1991) Personal Growth Model allows students to understand society, culture and kheladi (2012) explains that this approach increases student motivation, and literary appreciation. themselves.

15.2. Cooperative Learning

It encourages students to work collaboratively in groups to analyze this text and exchange interpretations (Kheladi , 2012). This method promotes interaction and shared learning experiences (Mellit&idri 2019).A study in Tlemcen University by(Kheladi,2012) highlights the importance of cooperative learning strategies and literature circles as effective tools for improving literature teaching in EFL contexts

15.3. Student-centred Teaching

Student-centred teaching shifts the focus from the teacher to the learner (Kheladi , 2012). students actively participate in classroom interaction and discussions while the teacher acts as a teacher rather than the sole authority (Allami ,2018).

Cherifhosni&Mamouni,,(2024)strongly recommend moving from teacher-centred to more student centered. Teaching philosophy in literature classrooms ,this method enhances learner confidence and classroom engagements (Kheladi , 2012)

15.4. Task-based Learning

Task-based learning involves engaging students and meaningful activities related to literary text as role-plays and problem-solving tasks (Kheladi , 2012).

This method transforms learners into active participants and improve the communication skills (Kheladi , 2012 ; Halimi&Gasmi 2019).

Also, ,cherifhosni& ,mamouni (2024)recommends adopting a task oriented literary teaching philosophy to reinforce learner participation in EFL classes .

16. Multimedia and Technology Integration

It is one of the most innovative methods of teaching literature (Kheladi m 2012). Teachers may use audio recordings, digital presentations, and visual resources to facilitate student comprehension (Cherifhosni&Mamouni ,2024).

The multimedia resources can improve learners' motivation and understanding of literary texts (cherifhosni&Mamouni,, 2024)

The reviewed study demonstrates that traditional methods of teaching literature in EFL classes focus on cultural transmission, teacher authority, and language analysis; whereas innovative methods emphasize interaction, personal interpretation, and technological integration (Kheladi , 2012) sets the difference between the traditional methods and the innovative methods.

Combining, both traditional and innovative methods can help teachers create more motivating effective and learner-centred literature classrooms. The following figure

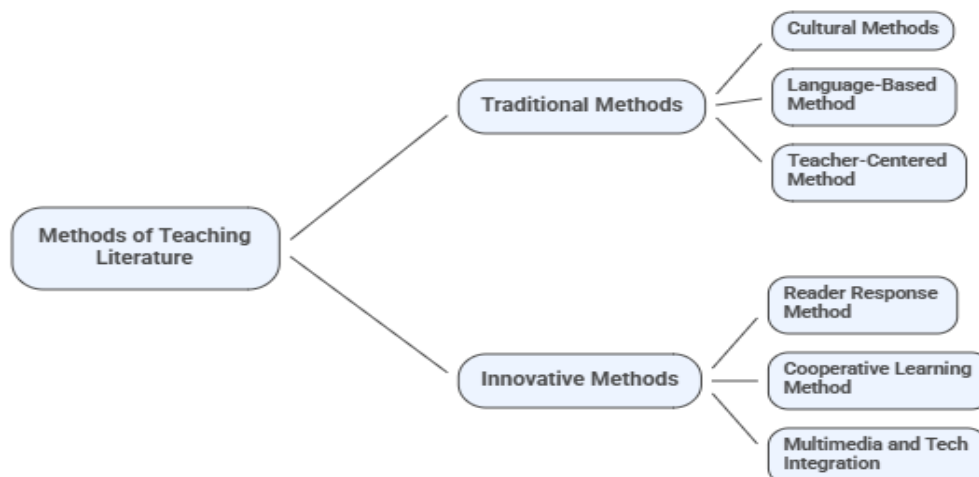


Figure 2: Methods of Teaching Literature in EFL Classes

17. The Role of Literature in Algerian Universities

Teaching literature in English as a foreign language context, has got the attention of researchers, educators, and practitioners due to its significant role in language, learning and learners personal development .(Allami , 2018)

Literature is no longer viewed only as a source of aesthetic enjoyment. However, it is regarded as an effective tool that contributes to the development of linguistic competence, cultural awareness, and critical thinking skills among EFL learners (Kheladi ,2012).

Several studies have highlighted that many EFL learners demonstrate negative attitudes toward literature modules due to linguistic difficulties, lack of motivation and inappropriate teacher methods (cherifhosni&Mamouni 2024 ; Kheladi ,2012) .

Research conducted at the university of Guelma emphasized that students often perceived language related tasks, especially writing and literary analysis as difficult because of limited language proficiency and insufficient engagement with classroom activities (Dallel B ,2018).

Similarly, a study conducted at Setif 2 university by Mellit and Idri (2019) revealed that students attitudes to literary text directly influence their reading motivation.

Learners who possess positive attitudes toward literature tend to participate more actively and achieve better academic performance whereas students with negative perceptions usually avoid reading literary text because they consider them language typically complex and unrelated to their future needs (Mellit&idri 2019 ; Rahma& Tahra 2012).

The researchers Mellit&idri (2019) further explained that attitudes and motivation are strongly interconnected since learners' feelings toward literature, can either facilitate or hinder the learning process.

According to Gardner (1980), attitudes represent learners' beliefs, feelings, and predispositions toward a particular subject while Dönyei (2006) viewed motivation as the driving force behind a learners' engagement and persistence in academic tasks.

In addition, many Algerian EFL, students perceive literary text as difficult because of the complexity of vocabulary, symbolism and unfamiliar, cultural references (cherifhosni&Mamouni, 2024 : Kheladi , 2012).

This language difficulty negatively affects their comprehension and decreases their willingness to engage in literature classes (Mellit&idri 2019 ; Allami , 2018).

A research conducted in Bordj Bouarreridj University indicated that limited language proficiency often prevents students from understanding academic and literary text effectively which consequently generates frustration and weak classroom participation (Azib&Allouani 2018).

The same study demonstrated that correct feedback and teacher guidance play an important role in helping students improve their language performance (Azib&Allouani 2018) .Moreover, teaching methodology appears to be one of the most influential factors shaping student attitudes toward literature (Kheladi , 2012).

Traditional teacher-centred approaches may reduce learners motivation because they rely heavily on memorization and passive learning , in contrast, interactive and mathematic teacher methods encourage students to participate, actively in classroom, discussions and connect literary themes with their personal experience .

Halimi&Gasmi(2018) showed that thematic activities significantly increase student engagement and motivation in EFL classes because learners feel more comfortable discussing topics related to their interests and real life experience The researchers concluded that suitable teaching techniques can positively influence, learners' perceptions, and make language learning more enjoyable and meaningful.

Technology also plays a significant role in shaping EFL students' attitudes and motivation (GHOUNANE 2019 ; Kheladi ,2012).

The integration of information and communication technology (ICT) particularly mobile, assisted language learning. (MALL) has created new opportunities for autonomous learning and classroom interaction.

Ghounane (2019) found that both teachers and students at Dr. Moulay Taher university held positive attitude toward the use of mobile applications in language learning because technological tools enhance participation, motivation, and oral communication skills. The study further emphasized that modern technological approaches can reduce learners' anxiety, and encourage them to interact more confidently with English language materials

Furthermore, motivation remains a crucial determinant students success in literature modules, learners with positive attitudes are generally more motivated to read literary texts and explore different interpretations, whereas students with negative attitude tend to avoid literary and demonstrate low academic achievement. (Mellit&idri 2019)

Mellit&idri (2019) argued that low reading motivation among Algerian EFL learners is mainly associated with negative attitudes toward literary texts and inappropriate with methodological practices (Mellit&idri 2019).

Consequently, teachers are encouraged to adopt learner centred strategies that stimulate student curiosity, and create a supportive learning environment (Kheladi ,2012).

Based on these previous studies, it can be argued that EFL students' attitude to literature are influenced by several interconnected factors, including language proficiency, motivation, teacher, methodology, and technological integration (Allami ,2018 ; Kheladi ,

2012). Positive attitudes can enhance learners,' academic performance and participation, whereas negative attitudes may create barriers to comprehension and achievement (Mellit&idri 2019 ; Rahma and Tahra 2012).

Therefore, investigating students' attitudes to where the literature module is essential in order to identify the challenges **faced by learners** and propose effective pedagogical solutions that's improve the teaching and learning of literature in Algerian universities. (Allami , 2018 ; Kheladi ,2012)

18. Conclusion

This chapter has discussed students' attitudes toward the literature module, focusing on the main factors that influence these attitudes such as motivation, language proficiency, teaching methodology , and technology integration.

It has also highlighted the cognitive, affective, and behavioural dimensions of attitudes and their role in shaping learners' engagement with literature.

Overall, understanding students' attitudes is important for improving the teaching and learning process in EFL contexts. The next chapter will focus on literature in EFL learning .

**Chapter Two*

Chapter two

The Literature Module in Algerian Universities

1. Introduction

This chapter provides a comprehensive review of the theoretical and empirical literature related to EFL learners' attitudes and motivation towards studying literature.

While literature serves as a powerful pedagogical tool for enhancing linguistic competence and critical thinking, its implementation in higher education presents various linguistic and methodological challenges.

To establish a coherent conceptual framework for the current study, this chapter is systematically structured into three main sections.

First, it defines the multi-faceted nature of literature and its pedagogical importance in the EFL classroom.

Second, it deeply explores the multidimensional concept of student attitudes, focusing specifically on the cognitive, affective, and behavioural dimensions that shape the learning experience.

Finally, it contrasts traditional, teacher-centered teaching approaches with contemporary innovative and student-centered methods, highlighting how these pedagogical shifts can alleviate classroom challenges, stimulate motivation, and ultimately enhance student participation and academic achievement.

2. Definition of Literature

Literature has been defined by various scholars and researchers depending on their fields of study, etymologically, the word literature is derived from the Latin word *litteratura* which in comes from *littera* meaning letter (Klarer, 2005).

According to the MacMillan English dictionary literature includes stories, poems, and plays especially those that are considered to have value as art not just entertainment from an educational perspective.

The nature of literature is functional and communicative since it exposes learners to authentic language, develops interpretation skills, and encourages interaction with texts and ideas (Richards & Rogers, 2001; Hutchinson & Waters, 1987).

Literature is considered an essential component in language learning Christopher Brumfit (1981) says that literature is a rich and widely appealing source of material for reading which helps learners learn, develop interpretation, and critical thinking skills.

In the context of EFL, literature is viewed as an authentic material that exposes learners to real language use and different human experiences

Therefore, literature can be defined as the body of artistic written works that reflect the human experiences and emotions through imaginative and expressive language, it is not only a form of arts and entertainment, but also available educational tool in language learning

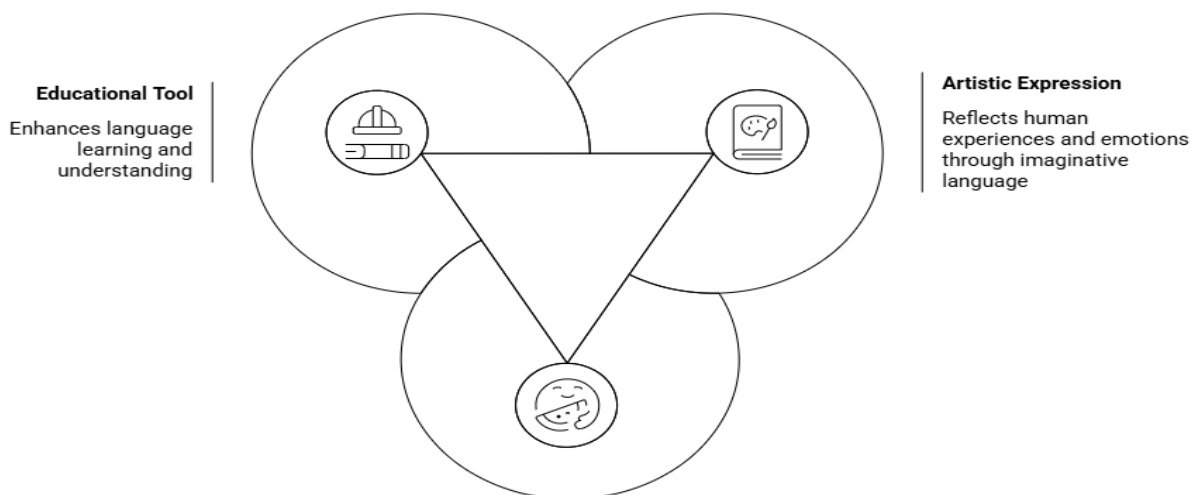


Figure 3: The Multifaceted Nature of Literature

3. Types of Literature

Literature has been widely discussed in the field of English as a foreign language where it is regarded as a significant pedagogical tool not only a body of artistic works (Hişmanoğlu,2005 ; Carter&Long, 1991).

Literature can be categorized into three main categories namely: genre-based types, textual types, and pedagogical types (Carter&Long,1991)

These classifications demonstrate that literature is multidimensional educational tool. It is not only a set of genres especially in EFL context where it contributes to linguistic and cognitive development.

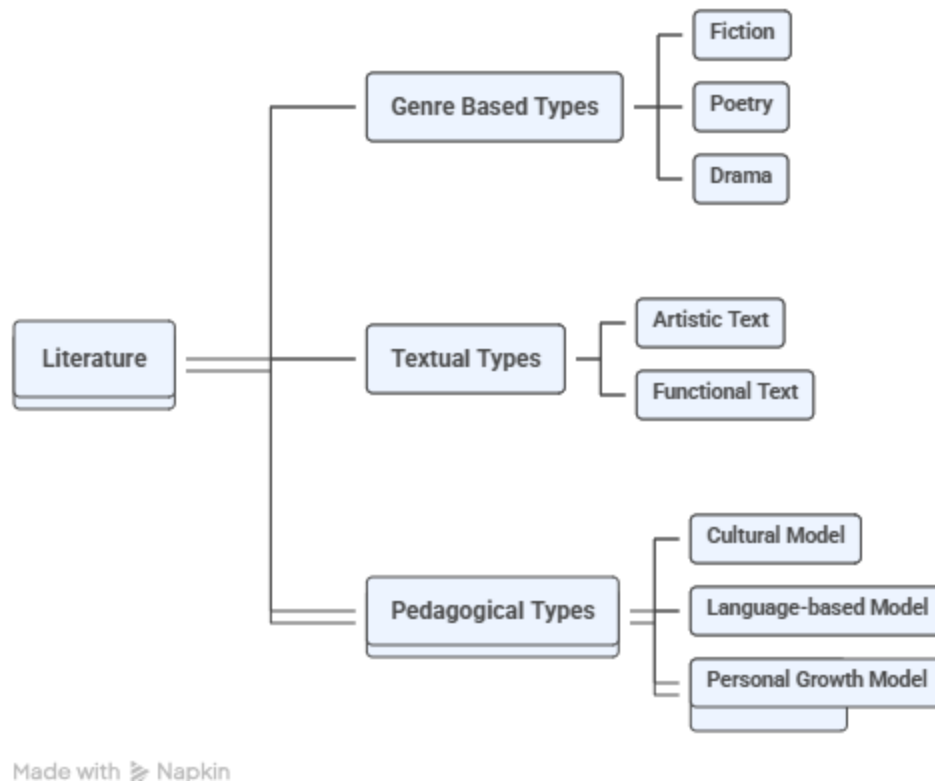


Figure 4: Categories of Literature

4. Genre-based Types

They refer to the traditional division of literature into major literary forms. The most recognized genres are fiction, poetry and drama.

1. **Fiction:** it includes novels and short stories it is considered highly effective in developing learners' linguistic competence and cultural awareness (Hişmanoğlu,2005)
2. **Poetry:** is characterized by its aesthetic language it may present challenges for EFL learners due to its complexity (Lazar ,1993)
3. **Drama:** includes plays and it enhances, oral communication skills and promotes learners' confidence in the use of language (yilmaz, 2012)

5. Textual Types

In the text perspective, literature can be derived into artistic texts and functional texts (Carter&Long,1991).

Artistic texts are characterized by creativity of artistic value this includes genres as fiction, poetry, and drama. They are essential for developing critical thinking skills, functional text in contrast are primarily informative and lack the artistic features of literary works (Cherif hosni&Mamouni,2020)

6. Pedagogical Types

Teaching literature in EFL context is classified to its pedagogical function. Carter and Long (1991) propose three main models:

1. **Cultural Model:** it focusses on understanding cultures and ideologies through literary texts
2. **Language-based Model:** emphasizes the use of literature as resource for developing linguistic skills
3. **The Personal Growth Model:** it aims to engage, learners, emotionally, and intellectually. It encourages them to relate to their own experiences (Yilmaz, 2012).

7. Importance of Literature

Literature plays a fundamental role and teaching and learning English as a foreign language, especially in higher education.

It is a rich resource for enhancing students' linguistic competence, communicative, abilities, and critical, thinking skills (Paran,2008 ;Halimi &Gasmi , 2018) .

Through exposure to authentic texts, learners, engage with meaningful language in context that contributes to the development of vocabulary, grammar, and discourse awareness (Lazar,1993 ;Carter&Long, 1991).

In addition, literature promotes the integration of the four essential skills of language (reading ,writing, speaking ,listening) (Hişmanoğlu ,2005).

As mentioned in a study conducted at Hassiba Benbouali University of Chlef, engaging students in tasks, such as oral presentations based on academic and literary content enables students to express ideas and improve their confidence in using English (Makhloufi ,2025)

In addition, literature encouraged students to become active participants in the learning process by interpreting texts and analyzing themes.

Besides, students developed higher, thinking, skills as analysis, synthesis and evaluation (Lazar, 1993 ; Carter&Long, 1991). These skills are essential for future professional context not only for academic success.

Also, literature provides cultural insights and exposes learners to diverse perspectives which enhances intercultural awareness and communicative competence (kramsch&kramsch,2000 ; Paran,2000).

The figure below sums up the key roles of literature in EFL education.

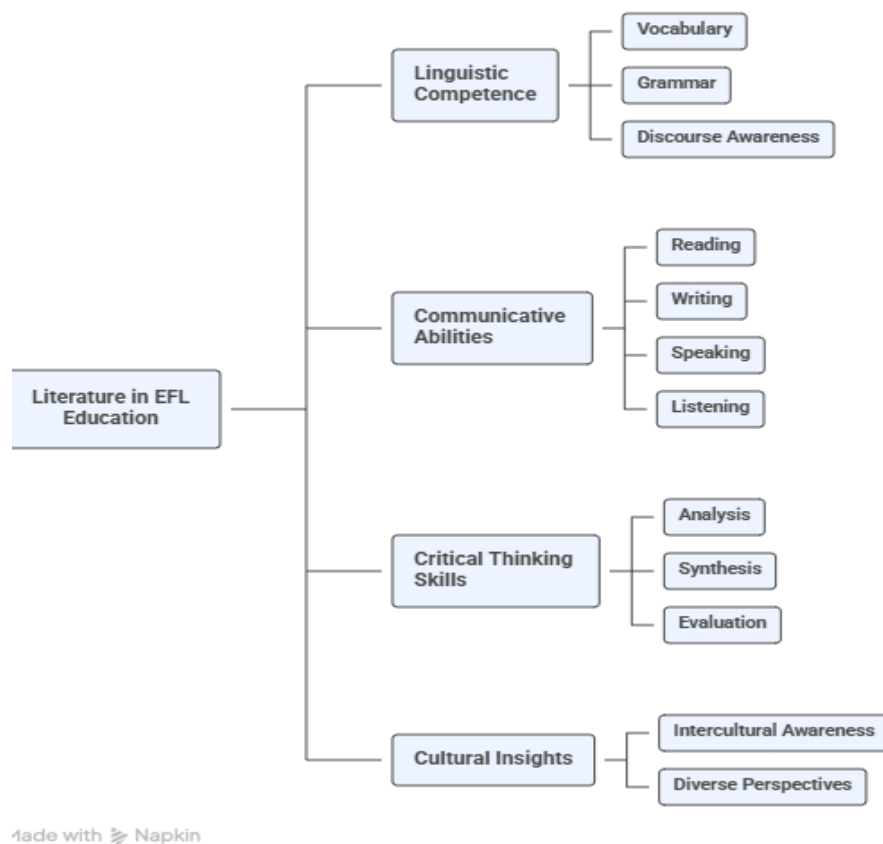


Figure 5: The Role of Literature in EFL Education

Literature is not a supplementary component in EFL education rather it is a powerful pedagogical tool that enhances language, proficiency, critical thinking, and communicative competence (Mellit&idri,2019).

Its integration into the curriculum, is therefore essential for preparing students to meet both academic and professional demands (Halimi&Gasmi,2018).

8. The Obectives of Literature

The literature module has several important objectives in the EFL classroom ,one of its major objectives is to develop students' linguistic competence through exposing them to authentic language and rich vocabulary ,literary texts help learners improve their reading abilities and strengthen their interaction with the target language (McKay, 1982).

Another important objective of literature teaching is to raise students' cultural awareness and help them understand cultures, beliefs, and ideologies that are different from their own (Carter & Long, 1991). Literature is considered an effective means of promoting intercultural understanding and tolerance among learners (Carter & Long, 1991).

Furthermore, literature aims at developing learners' critical thinking, imagination, and emotional awareness, through responding personally to literary texts, students become more confident in expressing their ideas, opinions, and emotions in English (Lazar, 1993).

In addition, one of the objectives of teaching literature is to enhance students' literary competence by familiarizing them with literary conventions, figurative language, symbols, and different literary genres. This competence enables learners to interpret literary texts more effectively and meaningfully (Culler, 1975).

Moreover, literature teaching seeks to encourage active learning and student engagement in the classroom (Thorpe Miller, 1999).

Students are expected to interact directly with literary texts, participate in discussions, and construct their own interpretations instead of relying completely on the teacher's explanations (Thorpe Miller, 1999).

Finally, literature aims to make language learning more motivating and enjoyable by exposing learners to meaningful and stimulating materials, it also contributes to the development of learners' language skills, personal expression, and cultural knowledge (Duff & Maley, 2004).

9. The Role of Literature in Language Learning

Literature plays an important role in language development because it exposes learners to authentic and meaningful language use (McKay, 1982).

Literary texts such as novels, poems, short stories, and plays help EFL learners improve their vocabulary, grammar, reading, and writing skills through contact with rich language structures (Goatly, 2000).

Many researchers consider literature an effective source for linguistic and cultural development in the EFL classroom (McKay, 1982; Lazar, 1993).

According to McKay (1982), literature helps learners develop linguistic knowledge and improve reading proficiency because students become more motivated to interact with texts.

In the same vein, Elliot (1990) states that literature is one of the most pleasant and effective ways to master language since it exposes learners to words and expressions used in different contexts and emotional situations.

Furthermore, Goatly (2000) argues that literature develops all language skills because it contains rich vocabulary and complex syntax.

Through reading literary texts, students become familiar with authentic language and different registers of English. This exposure improves their communicative competence and language awareness (Duff&Maley,2004)

Moreover, literature contributes to the development of critical thinking and creativity ,lazar (1993) explains that literature stimulates students' imagination, emotional awareness, and critical abilities while encouraging them to express their ideas and feelings confidently in English.

Therefore, literature does not only develop linguistic competence, but also helps learners become active, reflective, and culturally aware users of the English language (Adler,1972).

10. Literature in EFL Classes

Literature is widely recognized as a valuable pedagogical tool that supports both linguistic and communicative development (Hismanoglu2005 ; Lazar 1993) .

It provides learners with authentic language input and exposes them to meaningful context where language is used naturally (Carter&Long,1991;Lazar, 1993).

Literature is integrated into classroom practises as discussion or presentations and analytical tasks (Makhlouf, 2025; Mellit&Idri, 2019)

Scholars emphasize that oral communication activities are essential for language development, including those based on literary and academic contents as they require learners to express ideas clearly and fluently.

Similarly Paran (2008) argue that engaging with meaning ful content, enhances, students, communicative, competence, and confidence

11. Literature and Communicative Practices

The integration of literature in EFL classes is closely linked to communicative, teaching practices (Hişmanoğlu, 2005; Paran, 2008).

A study conducted in Chlef university reveals that oral presentations are used as a key classroom activity that relies on course content (Makhloufi, 2025).

These activities help students develop fluency, organizing ideas and communicate effectively (Makhloufi, 2025)

Additionally, literature-based tasks as discussions and presentations, encourage student participation, and active learning (Rahma and Tahra, 2012).

This alliance with the communicative language teaching approach renders interaction central to the teaching learning process (Rahma and Tahra, 2012)

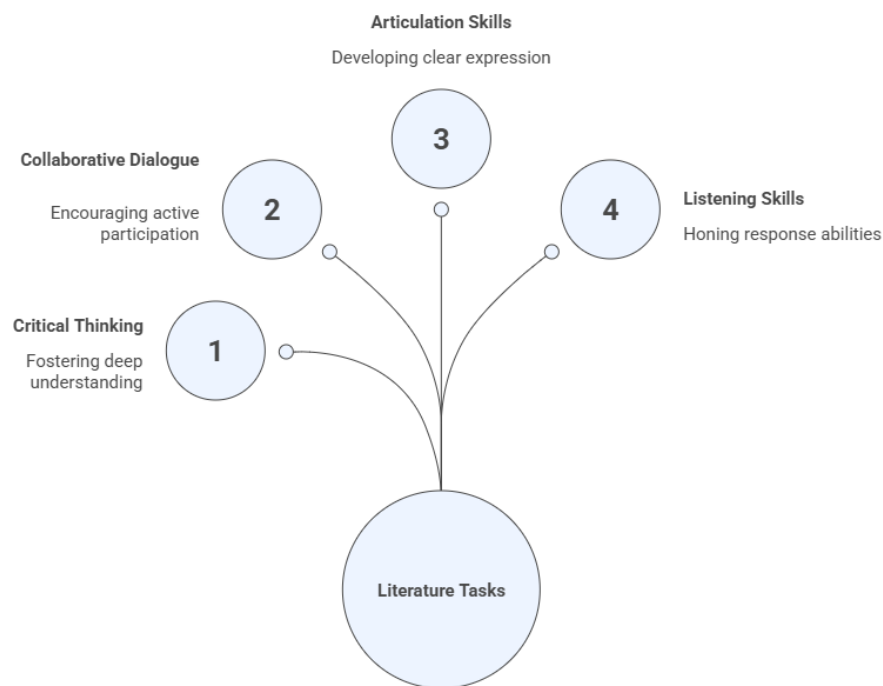


Figure 6: The Role of Literature-based Tasks to Enhance Students' Communicative Competence

12. Literature and Critical Thinking

Literature is associated with the development of higher order thinking skills (Lazar, 1993 ; Carter&Long, 1991)

Students are required to interpret text analyzed themes and evaluate ideas, which in turn may strengthen their academic activities(Paran, 2008 ; Mellit&idri ,2019)

Moreover, literature encouraged reflection and independent thinking, making learners more autonomous (Hişmanoğlu,2005 ;Paran,2008)

13. Literature and Student Engagement

Literature enhances students' motivation by connecting language learning with real life experiences, emotions, and human issues (Lazar, 1993 ; Carter&Long,1991)).

It also encourages learners to participate actively in classroom activities (Hişmanoğlu2005;Makhloufi, ,2025)).

Studies indicate that literature-based instruction promotes learner centeredness and autonomy(Paran,2008 ; Hismanoglu,2005).

Moreover, Brooke and wilson (2014) emphasize that such activities increase motivation, and make learning more meaningful. Makhloufi (2025) argues that students become active participants through:

1. Discussions
2. Presentations
3. Personal responses to texts

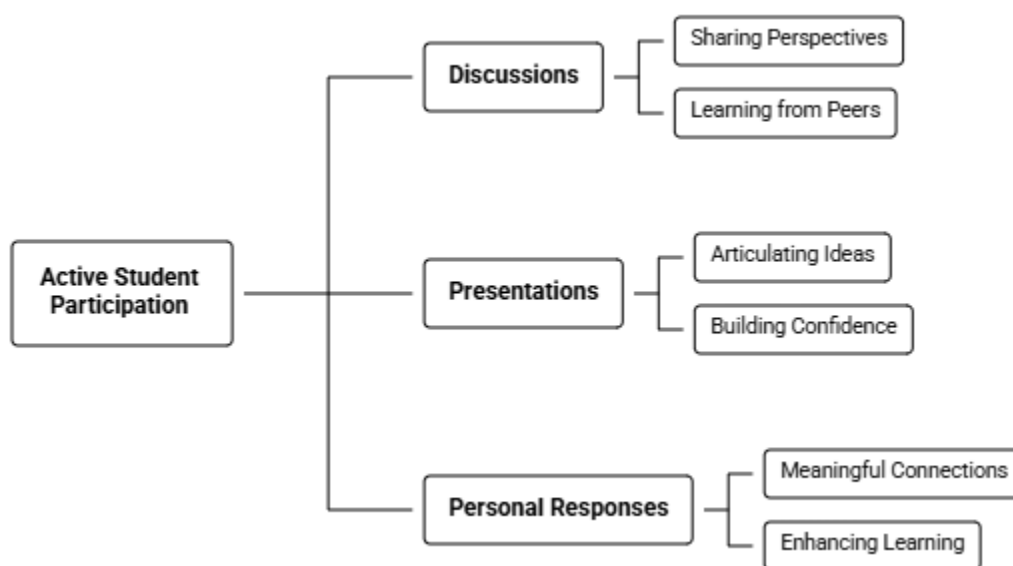


Figure 7: Student Engagement Activities

The pedagogical framework of students engagement activities in EFL literature classroom highlights a critical distinction between passive and active learning strategy

According to literature in Algerian context, student students engagement is deeply shaped by the teacher teachers methodological choices (Allami , 2018)

previous research indicates that when literature sessions are dominated by teacher centred activities such as continuous lecturing, isolated vocabulary tracking and rote memorization of literary texts , students engagement drops significantly often leading to anxiety, and disinterest (cherifhosni&Mamouni 2024 ; Mellit&idri 2019)

This conceptual distribution of engagement activities is highly reflective to the behavioural dimension of EFL learners attitudes , as (Allami ,2018 ; Kheladi ,2012) argued, traditional literature teaching methods restrict students participation and transforming learners into passive consumers of the teachers personal interpretation , this lack of active involvement combined with the presence of complex vocabulary and unfamiliar cultural references explains why many Algerian university students experience comprehension barriers in literature classes (Cherif hosni&Mamouni,2024)

Conversely, contemporary pedagogy literature strongly advocates for a transition toward invasive student centred engagement activities , incorporating interactive tasks is essential for stimulating reading motivation and reducing classroom frustration among Algerian learners (Mellit&idri 2019)

furthermore, the role of correct feedback and supportive teacher guidance during these activities plays an important sports in helping students improve their academic performance and classroom introduction(Azib&Allouani 2018) .

Therefore , optimizing students engagements relies heavily on minimizing traditional lecturing (Kheladi , 2012) , and maximizing innovative, interactive practices that foster supportive and collaborative learning environment (Allami ,2018)

14. Challenges of Teaching Literature in EFL Classes

Despite its importance, literature in EFL classes present several challenges (Hismanoglu,2005;Paran,2008). Learners often struggle with limited vocabulary, lack of fluency, speaking, anxiety, and fear of evaluation (Makhloufi, 2025).

Likewise, learners may struggle with understanding complex literary texts, which can reduce participation (Lazar , 1993)

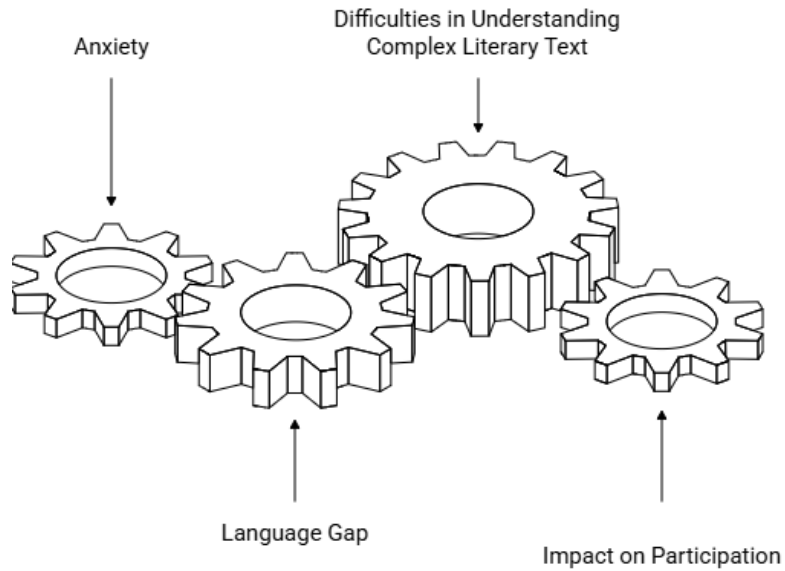


Figure 8: Causation Framework for Reduced Participation

Based on the analysis of multiple studies (Lazar , 1993;Carter&Long 1991; Hismanoglu 2005 ; Paran2008)literature in EFL classes is the key component of effective language teaching. It supports language development, critical thinking, and student engagement. However, its successful implementation requires addressing learners' difficulties, and adapting teaching strategies accordingly.

Chapter Three

Chapter Three

Methodology

1. Introduction

This chapter outlines the methodological framework adopted to investigate EFL students' attitudes toward the literature module at the university level.

It presents the research design, the participants, the data collection instruments, and the procedures followed in gathering the data. It also highlights the method used for data analysis throughout the study.

2. Research Study

2.1. Population and sample

The present study mainly adopts a quantitative research design, which is appropriate for examining students' attitudes in a measurable and systematic way.

This approach enables the researcher to collect numerical data and analyze it statistically in order to obtain clear results.

The choice of this design is justified by the nature of the study, which seeks to explore students' attitudes through three main components:

1. The cognitive component (students' beliefs and understanding of literature),
2. The affective component (students' feelings and interest toward the module),
3. The behavioural component (students' engagement and reactions in class).

By relying on a structured questionnaire, the study aims to quantify these components and provide a clear overview of students' attitudes.

However, the study also includes a qualitative element through one open-ended question. This question allows students to express their opinions freely and provide additional explanations that

cannot be captured through close-ended questions. The inclusion of this qualitative aspect helps to enrich the data and offers deeper insights into students' attitudes.

Therefore, this study can be considered as a predominantly quantitative research with a minor qualitative component.

2.2. Target population

The target population of this study consists of 3rd year EFL students at the university level, who are enrolled in the literature module as part of their academic curriculum.

These students represent the appropriate group to investigate, as they are directly exposed to literary texts and instructional practices related to literature.

Throughout their academic trajectory, EFL students are progressively introduced to literature.

In the first year, they are exposed to basic literary concepts and simplified texts to develop their reading skills.

In the second year, students engage with more complex literary genres such as poetry, drama, and prose, along with analytical approaches.

By the third year, students are expected to demonstrate a deeper understanding of literary texts, apply critical analysis, and express their interpretations more independently.

Therefore, third-year students are considered the most suitable population for this study, as they have accumulated sufficient knowledge and experience in studying literature.

2.3. Sample

A sample of 42 students was selected to participate in this study. The participants were chosen randomly to ensure objectivity and obtain different opinions and attitudes.

The sample includes both male and female students from different age groups, which allows the researcher to obtain a more representative understanding of students' attitudes.

According to Creswell (2014), « random sampling ensures that each member of the population has an equal chance of being selected, which increases the representativeness of the sample and reduces bias »

3. Research Instrument

3.1. Description of the Questionnaire

The main data collection tool used in this study is a questionnaire. It was designed to collect information about students' attitudes toward the literature module.

The questionnaire is divided into two sections. The first section is concerned with personal information, including gender and age.

This information helps in describing the participants and understanding possible differences between them.

The second section focuses on students' attitudes toward the literature module. Attitude is generally composed of three main components: cognitive, affective, and behavioural.

The questionnaire is divided into two sections :

1- Section One: Personal Information

This section includes background variables such as:
gender and age

2- Section Two: Attitudes toward the Literature Module

This section aims to measure the three components of attitude:

- **Cognitive aspect:** refers to what students think or believe about the literature module. It includes their understanding of literary texts and their perception of the difficulty of studying literature.
- **Affective aspect:** it is related to students' feelings and emotions. It reflects whether they enjoy studying literature, feel interested in it, or find it boring or difficult.
- **Behavioural aspect:** refers to students' actions and reactions toward the module. It includes their participation in class, their level of engagement, and their willingness to read or interact with literary texts.

The questionnaire consists mainly of close-ended questions because they make data collection easier and more organized.

According to Creswell (2014), close-ended questions help in collecting clear and structured data that can be easily analyzed.

This tool was chosen for several reasons. First, it allows the researcher to collect data from a large number of students in a short time. Second, it provides data that can be measured and analyzed statistically. In addition, close-ended questions reduce ambiguity and make the questions easier to understand

Moreover, the use of close-ended questions ensures clarity and reduces ambiguity, while anonymity encourages students to provide honest and reliable answers (Allami m 2018).

4. Data Collection Procedure

The present study adopted a predominantly quantitative design and a minor qualitative component, the quantitative aspect is represented through the closed-ended questions included in the questionnaire, such as multiple-choice items, which allowed the researcher to collect numerical data and analyze it statistically in the form of percentages and frequencies.

On the other hand, the qualitative aspect is reflected in the open-ended question, which provided participants with the opportunity to express their opinions, attitudes, and personal perspectives in their own words.

This type of data offered deeper insights that could not be captured through numerical data alone.

The integration of both quantitative and qualitative data enabled a more comprehensive understanding of students' attitudes toward the literature module.

While quantitative data helped identify general trends and patterns, qualitative responses enriched the analysis by providing detailed explanations and interpretations of students' views.

Before answering, the participants were informed about the purpose of the study and were given clear instructions. They were also assured that:

- their participation is voluntary,
- their responses will remain confidential,
- the data will be used solely for academic purposes.

All questionnaires were completed and collected within a limited time frame to ensure consistency in responses.

5. Data Analysis Method

The participants of this study consisted of 42 third-year EFL students who were selected randomly.

These students were chosen specifically because they had already been exposed to the literature module throughout their university studies, from the first year to the third year, which makes them well-qualified to provide informed opinions about the subject.

In their first year, students were introduced to basic literary concepts and simple literary texts.

This included an overview of literature, its definitions, and its main genres such as poetry, prose, and drama.

At this stage, the focus was mainly on developing general reading skills and becoming familiar with literary language.

During the second year, students were exposed to more structured literary studies, including the analysis of different types of texts such as short stories and poems.

They also began to explore literary elements such as themes, characters, and stylistic features, which helped them develop their analytical skills.

In the third year, students engaged in more advanced literary studies. They were required to analyze longer and more complex texts, including novels and plays, and to interpret deeper meanings, themes, and cultural aspects.

At this level, students were expected to express their opinions and develop their own interpretations of literary works.

This progressive exposure to literature across the three academic years ensured that the participants had sufficient knowledge and experience to evaluate the literature module and express their attitudes toward it in a meaningful and informed way.

6. Ethical Considerations

Ethical considerations were taken into account throughout the research process to ensure the protection of participants and the integrity of the study.

First, participation in the questionnaire was entirely voluntary. Students were informed about the purpose of the research and were free to participate or withdraw at any time without any pressure.

Second, the anonymity and confidentiality of the participants were strictly respected., no personal information such as names or identities was required, and the collected data were used solely for academic purposes , participants were clearly informed about the aim of the study and how their responses would be used.

This ensured transparency and helped build trust between the researcher and the participants.

Finally, the researcher ensured that the questionnaire did not contain any sensitive or harmful questions, and that all responses were treated with respect and objectivity during the analysis process.

7. Limitations

The study was conducted on a relatively small sample consisting of only 42 students, which may limit the generalization of the findings

The study relied on a questionnaire as a research instrument . Using interviews or classroom observations could provide deeper insights into students attitude and behaviors.

The research was limited to one university context, therefore students attitudes in other universities may be different

8. Conclusion

This chapter has presented the research methodology adopted in this study, including the research design, sample selection, data collection instrument, and procedures. It has also explained the method used for data analysis taken into ac

Data Analysis and Discussion

1. Introduction

The following chapter will be devoted to the presentation, analysis, and interpretation of the collected data. It provides an empirical analysis of Algerian EFL students attitudes towards the literature module based on the questionnaire results.

2. Data Analysis and Interpretation

Section One: Personal Information

Question 1 : Gender

Gender	Frequency
Male	11
Female	31

“Gender Distribution of the Participants”

This question aims to identify the gender distribution of the participants, in order to determine whether gender may influence students’ attitudes toward the literature module.

Analysis

The table shows that female students represent the majority of participants with 73,8% why male students represent 26,2%

This indicates that the sample is largely composed of female students which reflects the high presence of females and literature studies

After identifying the participants gender, the following question focusses on their age categories

Question 2 : age

Age	Frequency	Percentage
18-20	16	38,1%
21-24	26	61,9%

“Age Distribution of the Participants “

This question is included to determine the age range of the participants, as age may reflect students' level of academic experience and maturity in dealing with literary texts.

Analysis

Most participants (61,9%) belong to the age group 21-24 while 38.1% are between 18 and 20 years old

The major majority of respondents are mature, university student students who may have enough academic experience to evaluate literature, teaching methods

After presenting the demographic information, the next question investigates students attitudes towards studying literature

Section Two: Attitudes toward the Literature Module**Question 3: do you like studying the literature module?**

Answer	Frequency	Percentage
Yes	19.	45.2%
No	23	54.8%

“Students attitudes toward Studying the Literature Module “

This question aims to explore students’ general attitudes toward studying the literature module.

Analysis

More than half of the students 54.8% answered no whereas 45.2% answer yes

The results suggest that some students may face difficulties or lack motivation and studying literature since students have different attitudes to our literature. The next question explores how they perceive the literature module.

Question 4: how do you find the literature module?

Answer	Frequency	Percentage
<u>Interesting</u>	<u>19</u>	<u>45.2%</u>
<u>Boring</u>	<u>13</u>	<u>31%</u>
<u>Difficulties</u>	<u>10</u>	<u>23.8%</u>

“Students Perceptions of the Module”

This question seeks to understand students’ perceptions of the literature module in terms of interest, difficulty, or boredom.

Analysis

The highest percentage of students 45.2% considered literature interesting while others describe it as boring or difficult although many students enjoy literature

Some still experience challenges in understanding, literary accountants

In order to understand, student literary preferences, the following question examines the types of literary texts studied in class

Question 5: what type of literary text do you study?

Answer	Frequency	Percentage
Novels	11	26.2%
Poems	12	28.6%
Short stories	19	45.2%

“Types of Literary Texts Studied in Class”

This question aims to identify the types of literary texts studied in class and determine students’ exposure to different literary genres.

Analysis

Short stories received the highest percentage 45.2% followed by poems and novels. Teachers may prefer short stories because they are easier to analyze and discuss during classroom activities.

After identifying the literary text studied the next question investigates, whether the students understand these texts easily

Question6: do you understand literary text easily?

Answer	Frequency	Percentage
Yes	8	19%
No	11	26.2%
Sometimes	23	54,8%

“Students understanding of literary texts “

This question is designed to examine students’ level of comprehension of literary texts.

Analysis

Most students 54.8% answered sometimes while only 19% answer yes

This indicates that understand and literary text may depend on the complexity of the text and the teacher method used.

Since comprehension may be influenced by teaching practices, the next question examines how literature lessons are usually taught

Question7: how our literature lesson usually thought?

<u>Answer</u>	<u>Frequency</u>	<u>Percentage</u>
Teacher explanation only	9	21.4%
Discussion and interactions	<u>18</u>	42.9%
Mixed methods	<u>15</u>	35.7%

“Teaching Methods used in Literature “

This question aims to explore the teaching methods used in literature classes.

Analysis

Discussions and interaction represents the most common teaching methods with 42.9%

Interactive teaching strategies appear to play an important role in literature classes

As each methods may affect learners motivation, the following question investigates students preferences regarding modern teacher methods.

Question8: do you prefer modern teaching methods in literature classes?

Answer	Frequency	Percentage
Yes	32.	76.2%
No	10.	23.8%

“Students preference for Modern Teaching Methods”

This question seeks to investigate students’ preferences regarding modern teaching methods.

Analysis

A large majority of students 76.2% expressed a preference for modern teaching environment

Modern teaching approaches may help create a more motivating and engaging learning environment

Since participation is an important aspect of modern teaching the next question examines, whether teaching encourage classroom participation

Question9: does your teacher encourage participation in class?

Answer	Frequency	Percentage
Yes	36.	67.9%
No	10.	18.9%
Sometimes	7	13.2%

“Teachers encouragement of participation “

This question aims to examine whether teachers encourage classroom participation.

Analysis

Most participants answered yes, indicating that teachers generally encourage participation in literature classes , encouraging participation helps students become more active and confidence during classroom discussions

Besides participation students perceptions of their teachers may also influence the learning process

Question10: how would you describe your teacher of literature?

Answer	Frequency	Percentage
Friendly	14	33.3%
Strict	9	21.4%
Supportive	<u>10</u>	23.8%
Neutral	<u>9</u>	21.4%

“Student’s description of their literature teacher “

This question is included to understand students’ perceptions of their literature teacher.

Analysis

The majority of students described their teacher as friendly 33.3%, a positive teacher student relationship may contribute to better classroom, interactive and student motivation

Finally, the last question investigate the effectiveness of innovative, teaching methods and helping students understand literature

Question11: do innovative methods help you understand literature better?

Answer	Frequency	Percentage
Yes	31.	73.8%
No	11.	26.2%

“Effectiveness of innovative teaching methods in understanding literature”

This question aims to evaluate the effectiveness of innovative teaching methods in improving students’ understanding.

Analysis

Most respondents 73.8% agreed that innovative methods help them understand literature better

These findings confirm that innovative, teaching methods can improve comprehension and make literature lessons, more effective and engaging

In addition to the closed-ended questions, one open-ended question was included to allow students to freely express their opinions and provide more detailed explanations about their attitudes toward the literature module. This question aims to complement the quantitative data by offering qualitative insights that cannot be captured through fixed responses, thus enriching the overall analysis of the study.

Calculation of percentages

The percentages were calculated using the following formula:

Percentage= Frequency /total number of response x 100

Example

Question one :

$$11/42 \times 100 = 26,2 \%$$

Question eight:

$$32/42 \times 100 = 76,2 \%$$

General conclusion

General Conclusion

The present study investigated EFL students' attitudes toward the literature module at university level. It aimed to explore students' perceptions of literature and identify the main factors that influence their attitudes and engagement in literature classes.

This research adopted a predominantly quantitative research design with a minor qualitative component.

A questionnaire was used as the main data collection instrument to gather information from third-year EFL students about their cognitive, affective, and behavioural attitudes toward the literature module.

The study was guided by two main research questions:

*What are EFL students' attitudes toward the literature module?

*What factors influence students' perceptions of literature?

Based on these questions, the study formulated the following hypotheses:

-EFL students may hold negative attitudes toward the literature module.

-EFL students may have mixed attitudes toward the literature module.

-Teaching methods may play an important role in shaping students' attitudes toward literature.

The findings of the study reveal that EFL students hold mixed attitudes toward the literature module at university level .

Although some students showed interest in studying literature , others considered it difficult or less motivating.

These attitudes are influenced by several factors, including teaching methods, language proficiency, classroom interaction, and students motivation

First, the results demonstrated that more than half of the participants do not particularly enjoy studying literature.

This may be related to the complexity of literary texts, unfamiliar vocabulary, and difficulties in interpretation , these findings supports the study conducted at university of Mostaganem, which emphasize that students experience frustration when dealing with complex literary text.

Similarly, (Mellit&idri,2019) confirmed that negative attitude to literature, reduce learners, reading, motivation, and classroom engagement, the analysis also showed that many students understand literary texts only” sometimes” which indicates that

comprehension depends largely on the difficulty of the text and the teaching strategy used by the teacher .

This results confirms the findings of the study conducted at university of BordjBouarreridj which revealed that limited language, proficiency negatively affects learners comprehension of literary and academic texts

Moreover, the study revealed that students highly prefer modern and interactive teaching methods, the majority of respondents agreed that innovative methods improve comprehension, and increase motivation.

This findings supports (Halimi&Gasmi,2018) that states the importance of interactive and thematic activities in enhancing students engagement in EFL classes

It's also agrees with the study conducted at university of Tlemcen, which recommended adopting learning centered and task based approaches in literature teaching

In addition, classroom interaction appeared to play a significant role in shaping students attitudes, most participants stated that their teachers encourage participation during literature lessons , this indicates that supportive classroom environment, positively influence learners confidence and engagement .

These findings are consistent with communicative language teaching principles , which emphasize interaction and active participation as essential elements in language learning.

Another important result concerns the role of teachers attitudesandbehavior. The majority of students described their literature, teachers as friendly and supportive.

Positive teacher-student relationship can therefore contribute to increasing students motivation and reducing anxiety and literature classes.

This result confirms previous studies which stressed the teacher, guidance and constructive feedback help learners improve both academically and emotionally

furthermore, the findings demonstrated that innovative, teaching methods helps students understand literature, more effectively.

The integration of discussions, presentations, multimedia resources, and cooperative learning environment, this supports the findings of (GHOUNANE,2019) who argued that technological integration and modern teaching practices, enhance students, motivation, participation, and oral communication skills

Overall, the results of this study confirm the research hypothesis EFL students resource to where the literature module are influenced by several interconnected factors such as teacher methodology, motivation, classroom interaction, and language proficiency.

Positive attitude, encourage participation and engagement whereas negative attitudes may reduce learners, motivation, and academic achievement

Recommendations

Based on the findings, the following recommendations are suggested:

Teachers should adopt more interactive and student centred approaches

Literary text should be simplified to match students level

Further researchers are encouraged to conduct similar studies with larger samples, and indifferent universities to obtain more comprehensive results

Additional training program programs and workshops should be organized for EFL teachers to improve their pedagogical strategies in teaching literature

Limitations of the study

The study was conducted on relatively small sample, consistent of only 42 students which may limit the generalization of the findings

General conclusion

The study relied on a questionnaire as a research instrument using an interviews or classroom observations could provide deeper insights into students, attitudes and behaviours.

The research was limited to one university context their first students attitudes in other university maybe different

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Appendices

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Appendices

A Questionnaire

The questionnaire is for university level students at Ghardaia university department of English and literature

Dear students

*Take a few minutes to complete this questionnaire and answer honestly

1/gender:

Male

Female....

2/age:

18-20....

21-24.....

3/do you like studying the literature module?

Yes....

No.....

4/how do you find the literature module?

Interesting.....

Boring.....

Difficult.....

References

5/what type of literary text do you study?

Novels.....

Poems.....

Short story.....

6/do you understand the literary texts easily?

Yes....

No....

Sometimes....

7/how are literature lessons usually thoughts

Teacher explanation only.....

Discussion and interaction.....

Mixed methods.....

8/do you prefer modern teaching methods in literature classes?

Yes...

No...

9/does your teacher encourage participation in class?

Yes....

No.....

Sometimes....

References

10/how would you describe your literature teacher?

Friendly....

Strict.....

Supportive....

Neutral....

11/do innovative methods help you understand literature better

Yes....

No....

Open question:

What suggestions can you give to improve literature classes?

.....

....

Thank you for participating in this questionnaire, your answers were remain confidential.