

Algerian Teachers' Perception towards the Effectiveness of Implementing Language-Based Approach to Enhance Literary Competence of EFL Students

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Abstract:

Adopting a suitable approach to teaching literary texts in the EFL classroom promotes the students' literary competence and interpretative capabilities. Among several approaches used in teaching literature is the Language-Based Approach, which aims to familiarise the students with the literary language. The present research attempts to investigate the perception of Algerian teachers towards the effectiveness of implementing a language-based approach to enhance the literary competence of English as a foreign language (EFL) students. To achieve the research objective, qualitative and quantitative methods are used. The data are primarily collected through a questionnaire emailed to literature teachers from universities across the country and semi-structured interviews as a secondary data gathering tool. The results of the paper indicated that Algerian EFL literature teachers have a positive perception of the efficiency of the language-based approach in improving the literary competency of the EFL students. The study recommends that literature teachers adopt language-oriented methods in teaching undergraduate students to develop their proficiency in studying literary texts.

Keywords: EFL Literature Teachers; Language-Based Approach; Literary Competence; Literary Texts; Teaching Literature.

1- Introduction

The study of language and literature has become increasingly interwoven. Many educationalists and researchers (Carter, 1985; Carter & Long, 1991; Tomlinson, 1998; Brumfit, 2000; Van, 2009) have acknowledged the significant role of literature in teaching and learning in the EFL context. According to them, literature is a resource for providing learners with authentic material through which the EFL learners can develop their cultural awareness, gain access to a wide range of linguistic input to enhance language skills, in addition, to shape the students' personality and self-awareness through interactions with the literary discourse. Teaching literature encompasses studying its different genres, including poetry, drama, and narrative fiction from various ages of English language literature. Nevertheless, the teacher's appropriate pedagogical approaches and methods in literature teaching are crucial to ensure the positive outcomes of using literary texts in the EFL classroom.

In the Algerian context, teaching literature to EFL students principally aims to make students realise the various elements of the literary text, which are expressed beyond the word through a distinctive literary style. In this sense, literature teachers should approach literary work through its nature as a message and appreciate its linguistic characteristics as a text. The language-based approach typically relates both sides as it treats literary texts as a discourse. Thus, the rationale behind using the Language-Based approach in teaching literature is the belief that students need a pedagogical rooting that wishes to refine their awareness of literary language and increase meaningful perceptions of the texts (Widdowson, 1975).

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Attempting to investigate the relevance of opting language-based approach in teaching literature in the EFL classroom, the present study tries to identify the perception of literature teachers at Algerian universities towards the effectiveness of adopting such an approach in enhancing the students' literary competence. The article's arguments are primarily intended to address the below research questions:

- How do Algerian EFL literature teachers perceive the efficiency of the language-based approach in improving the students' ability to analyse literary texts?
- To what extent would teaching literature through the language-based approach enhance EFL students' literary competence?
- What are the main strengths and weaknesses of the Language-Based approach to teaching literature in EFL classrooms?

To obtain a better understanding of this research topic, it is necessary first to analyse the role of literature in EFL contexts, the methodologies for teaching literature to EFL students, the definition and explanation of literary competence, and the main principles for implementing literature through a language-based approach. The article continues with the study's methodology, results, discussions, and implications for EFL instruction.

2- Literature Review

2.1- Approaches of Teaching Literature in EFL Classroom

Literature has begun to feature prominently in the context of EFL teaching. Like any other field of knowledge, the discipline of literature teaching requires using a critical apparatus and methods that fit the nature of the subject matter. In this vein, literature didactics is defined as the process of presenting, analysing, interpreting, and evaluating various genres of literary texts from different eras of English language literature. Middeke (2012) states that the primary objectives of didactics of literature in English language teaching are to investigate why and how literary texts should be employed in foreign language teaching and learning processes, which competencies can be formed by engaging with literature, and which texts are particularly suitable in addition to the appropriate approaches adopted to teach them. Accurately selecting and methodological teaching of literary texts enable learners to comprehend and analyse textual structures, literary styles, and language figures, refining their cultural consciousness and creative competencies.

Teachers and educators need to be aware of the existing approaches to teaching literature in the EFL classroom to decide on the best way to use it as a tool in a pedagogical setting that promotes continuous improvement and development of higher education quality (Baghdadi & Bouzid, 2021). Similarly, effective instructional implementation in teaching literature enables the student to appreciate the literary elements of the text that are expressed beyond the literal meaning of the words. Carter and Long (1991) presented three teaching literature models, each comprising subsidiary approaches and unique characteristics, including the language-based, cultural, and personal growth models.

2.1.1- The Language-based Model

As its name implies, this model possesses an intensive and continuous interaction with both linguistic form and literary meaning (Carter & Long, 1991). Several approaches are classified under the umbrella of this model, such as the paraphrastic approach, language-based approach, stylistic approach, new criticism approach, and critical literacy approach. A thorough analysis of the language of a literary piece will equip the student with the language skills essential to produce meaningful interpretations of the text. Such a language-oriented method enhances the learners' proficiency in the target language and covers them with a sense of literary language, which outcomes in the ability to make competent critical and aesthetic judgments of the text (Bobkina & Romero, 2014).

2.1.2- The Cultural Model

The traditional teaching literature model is considered a teacher-centred approach (Carter & Long, 1991). Students are expected to read and explore literary texts before interpreting their social, political, and historical contexts. It means exploiting the text as a

knowledge resource on the target culture. According to Padurean (2015), the cultural model involves interdisciplinary approaches to teaching literature as it places equal emphasis on language acquisition and the cultural and ideological background of the text, thus enhancing the learner's ability to comprehend the other culture.

2.1.3- Personal growth Model

This model is built on the presumption that literary works emerge from reader-text interaction. Justman (2010) argues that students are not merely passive recipients of teacher-provided interpretations; instead, they have to be intellectually and emotionally engaged in the class, particularly the reading activity. In other words, in this approach to literature, learners are expected to voice their views and feelings, draw connections between their personal experiences and the text, and engage in critical thinking. In implementing the Reader-Response approach as an example, the teacher gives the students enough flexibility and freedom to generate a more independent analysis and interpretation of literary text study.

3- Literary Competence of EFL Students

3.1- Definition of Literary Competence

Literature encourages EFL students to analyse and infer textual meanings through interaction with the literary piece. Through effective implementation of literature in the classroom, students acquire discernment qualities of judgement which Culler (1975) refers to as literary competence. Similar to how language competence is developed via language education, literary competence is built primarily through literature teaching. In this regard, a community of scholars has extensively debated the concept of literary competence. Culler (2000) described literary competence as the implicit knowledge brought by readers and writers to their encounters with literary text and the way of reaching its interpretation. Coenen (1992, as cited in Nuzzaci et al., 2016) defines the competent literary student as having the potential to communicate with and about literature. Namely, the student's literary competence is the ability to construct coherence within the text to expand comprehension and interpretation, identify variation between texts and relate personal judgement about the literary work to that of other readers.

Hill (1990) and Spiro (1991) have asserted that competent students of literature ought to be able to:

- Contextualise literature within a broader social, cultural, and linguistic setting;
- Have an informed appreciation of the literary language;
- Respond appropriately to all literary texts written in the target language regarding analysis, interpretation, and evaluation;
- Adapt literature with one's personal experience to empathise with the text;
- Identify the meanings of unknown words based on context.

3.2- Literary Competence and Linguistic Competence

Literary competence acquisition is not an automatic process. Lazar (1993) claims that students must be taught "some of the more essential skills which make up literary competence" (p.13). Under this viewpoint, Brumfit (2000) states that unfamiliar students with literature and the patterns of fiction reading may be incapable of appreciating a literary discourse. Thus, this suggests that a person's mastery of an ordinary (non-literary) language and a particular world experience are insufficient to make him a perceptive and competent reader. In other words, knowledge of the common language may aid in understanding the words, phrases, and sentences but does not lead to a deep comprehension of the implicit and hidden meaning or other ideas the text conveys. Understanding the intrinsic components that compose a literary piece is a good beginning point for strengthening these qualities. As a way of illustration, experts in teaching literature believe that the EFL learners in literature classes should be given the opportunity to realise the principles of literary form, identify and discuss elements of literature such as characters, themes, plot, narrator's point of view and language style of the literary work.

However, according to Carter and Long (1991), literary competence and language competence are inseparable; one is always dependent on the other. To comprehend what lies

underneath a literary work, the way that should be approached first is the outer surface; the outer surface of a literary text is its language. In other words, a learner can never experience and appreciate a literary piece entirely unless he/she becomes profoundly aware of the language system. Consequently, as long as the interdependency between language competence and literary competence has been proven, it is vital to distinguish the features of literary language and which aspect of language the instructor must emphasise while implementing the literary course. According to Widdowson (2014), the language of a text is concerned with more than just the interpretation of meaning; it is also concerned with the forms and structures by which the message is transmitted to the reader. In this aspect, the wider the students' exposure to various styles and structures of the texts, the more their literary competence is enhanced.

In line with this, many scholars assert that developing EFL students' literary language is the cornerstone towards literary competence. The literary language contains aesthetic qualities that the author invents via literary devices, including figurative language and variation (Brumfit & Carter, 1986). Such features can be explored through a deep study of the literature that the language-based approaches offer. Lazar (1993) indicated that the language-based approach is proved to be an efficient method for teaching literature in an EFL classroom. This assertion is supported by the assumption that this approach fosters the students' engagement with the text by deciphering its rhetorical language and distinctive linguistic structure. Furthermore, the student's linguistic and structural grasp of the literary work provides a broader horizon for its interpretation.

4- Implementation of a Language-Based Approach in the EFL Classroom

One of the main goals of teaching literature in the EFL classroom is to enhance the students' literary competence, which prompts to stimulate reading and writing processes in various aspects of language, together with the development of evaluation, elaboration, and communication skills. Related to this purpose, Van (2009) has examined a language-based approach to teaching literature. He argues that such a learner-centred approach promotes the students' perception of the language employed in literary texts as the primary stage of literary competence. Accordingly, proponents of this model believe that such pedagogy of teaching literature identifies the different literary tools and highlights the formal linguistic characteristics of a text used by the writer, aiding students in comprehending how the language of literature functions in principle. The central guiding principles of this approach are:

- Analysing the formal features of the text, such as the phonology, lexicon, and syntax of phrases and clauses, as well as the interconnections between sentences and paragraphs (Eman, 2018).
- Literature is viewed as a distinct item of human science that have to be analysed on its terms and for its own sake.
- Target the literariness and the form of a literary text which make it an aesthetic object dependent on its literary devices.
- Elements of literature are studied from different perspectives of language (plot, setting, characterisation, narrative point of view, and theme).

4- Methodology

4.1- Research Method

The method used in this study was a combination of qualitative and quantitative. Fraenkel et al. (2012) argue that mixed methods are used to gain more knowledge about the subject under investigation. Therefore, A questionnaire was administered to teachers of literature from various Algerian universities as a primary instrument for data collection and a semi-structured interview as a secondary tool. The researcher opted for such a design to investigate the perception of literature teachers towards the effectiveness of implementing the

language-based approach (independent variable) in enhancing the literary competence of EFL students (dependent variable).

4.2- Participants

The current study's participants were fifty-two (52) literature teachers in departments of the English language from 12 universities in Algeria. The questionnaire was submitted by the end of the academic year 2021/2022. All the participants in charge of the English literature courses and tutorials are full-time teachers with either Magister or doctorate degrees. Collecting data from universities across the country and requesting opinions from many teachers as possible is expected to increase the results' reliability and validity more than collecting data from a single or a limited number of institutions. The distribution of participants is shown in Table (1).

Table (1): Summary of teachers' profiles

Institution	Number of participants		
	Male	Female	Total
Adrar University	2	0	2
Annaba University	1	4	5
Algiers 2 University	1	5	6
Batna University	1	3	4
Biskra University	2	2	4
Constantine 1 University	2	3	5
Tlemcen University	2	4	6
Khenchela University	2	3	5
M'Sila University	3	1	4
Ouargla University	3	2	5
Oum El Bouaghi Univ	0	3	3
Tebessa University	1	2	3
Total institutions 12	20	32	52

4.3- Description of the Questionnaire

To strengthen the ground of this research through an immediate inquiry approach, the researcher designed a questionnaire and delivered it to the participants via email survey. While a face-to-face survey is not feasible, a mailed questionnaire is the most straightforward and appropriate instrument of inquiry. It is inexpensive and easy to distribute.

The questionnaire contained three sections. The first section was for the background information about the participants. The second was about the issues of teaching literature in the EFL classroom, while the last section was about the teachers' point of view concerning the extent to which implementing a language-based approach in teaching literary texts to undergraduate students is effective in enhancing their competence in literature. The collected data were encoded using Microsoft Excel and SPSS data processing software.

4.4- Psychometric Properties of the Research Instruments

Validity and reliability are crucial factors in selecting research instruments. Mugenda and Mugenda (2003) assert that in order to assure the validity and dependability of the data-collecting instruments, the data-collection techniques must generate sufficient evidence. In this regard, the questionnaire survey design has been carefully considered to ensure increased validity and reliability of the collected data.

4.4.1- Validating the Questionnaires

Tuber (2018) defines validity as the process of confirming that a particular data-gathering tool measures what it is supposed to measure and that the necessary data and information are there. The proper design of questions and the selection of a representative sample achieves the validity of a survey questionnaire. In this regard, four experienced

literature and literary studies teachers who had previously dealt with similar topics of literature teaching and question formulation were consulted to ensure the validity of the research instrument. They proposed reformulating misleading, ambiguous, or double-edged questions to make them explicit and promote readability and comprehension. The experts remarked that practically all of the questions were explicit and successfully captured the issue being investigated. The list of consulted teachers is summarized in Table (2).

. Table (2): List of consulted experts

Consulted Experts	Institution	Validation Rapport
Expert 1 (Literature teacher)	Batna University	Positive
Expert 2 (Literary criticism teacher)	Batna University	Positive
Expert 3 (Literature teacher)	El Oued University	Positive
Expert 4 (Literature teacher)	Ouargla University	Positive

4.4.2- Reliability of the Questionnaire

Reliability relates to the consistency of a measurement procedure and is concerned with the constancy of a score across time. Two steps were taken to guarantee reliability. Firstly, the questionnaire survey was administered to six literature teachers at El Oued University to test its psychometric properties and internal reliability, eliminate unclear and unanswered questions, and determine the extent to which participants responded to the questions. The participants are requested to complete the survey and report any difficulties they encountered while answering the questions. Similarly, a pilot study aims to strengthen the reliability and validity of the research instruments.

Secondly, the Cronbach Alpha coefficient is calculated to measure the internal consistency and reliability of the scale used in the current study. It is the most popular measure of Likert-type scale questionnaire reliability (Winke & Brunfaut, 2021). Descriptive statistics were used by the Statistics Package System for Social Sciences (SPSS), as shown in Table (3).

Table (3): The Reliability coefficient of the questionnaire scales

Instrument	Cronbach Alpha
Teaching Literature scale	,811
Teachers' Perception of LBA scale	,732

Cronbach's alpha varies from 0 (reliable at all) to 1 (highly reliable). At least a coefficient of 0.70 is considered acceptable. According to Pallant (2007), a well-designed test should have a Cronbach's Alpha of at least 0,70. As shown in Table (3), the overall Cronbach's alpha of the questionnaire is higher than 0,70. The Cronbach Alpha for the teaching literature in the EFL classroom scale is 0.811, while that for the teachers' perception of the Language-based approach is 0.732. Consequently, the results demonstrate that the data-gathering tool would invariably produce accurate and consistent outcomes regarding the teachers' views on the effectiveness of LBA in raising the literary competence of EFL students.

5- Findings

5.1- General Information of the Teachers

The first section of the questionnaire collected personal information from the teachers. The analysis of Table (4) below indicated that 54% of the teachers hold a Ph.D. degree, and 46 % of the participants hold a Magister's degree. Regarding teaching experience, results revealed that 18 participants (35 %) had taught English for more than ten years and 20 (38 %) possessed between five and ten years of experience teaching English literature. Therefore, it is concluded that the results are derived from teachers with decent expertise in teaching literary texts. This suggests that teachers are well-equipped to clarify students' difficulties and expectations. This demographic information is provided as background for the current study.

Table (4): Teachers' Background Information

Qualification	PhD		Magister
	28 (54%)		24 (46%)
Teaching Experience	Between 1 and 5 years	Between 5 and 10 years	More than 10 years
	14 (27%)	20 (38%)	18 (35%)
Teaching Level	License	Master	Both
	31 (60%)	9 (18%)	12 (22%)

5.2- Teaching Literature in EFL Classrooms

The second part of the questionnaire shows the teachers' responses to the issues of teaching English literature to EFL students. It includes six statements (Table 5 below); the participants were requested to indicate their agreement or disagreement on a 5-points scale (totally agree, agree, neutral, disagree, totally disagree).

Table (5): Teachers' Attitudes towards Teaching Literature

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Frequency (%)				
1) Integrating literature in EFL classes is necessary to improve the student's language	48 (96%)	4 (4%)	/	/	/
2) Students encounter many difficulties in studying literature	29 (55 %)	20 (39 %)	3 (6 %)	/	/
3) Students are interested and motivated to study the literature	/	5 (10%)	21 (41%)	20 (38%)	6 (11%)
4) Undergraduate students are unable to analyse literary texts autonomously	15 (29%)	20 (39%)	15 (29%)	2 (3%)	/
5) Students always need teachers' help to grasp a literary text	21 (40%)	29 (56%)	2 (4%)	/	/
6) Undergraduate students are incompetent in literature	6 (12%)	8 (15%)	36 (70%)	2 (3%)	/

The first statement indicated that teachers appreciate the significant role of integrating literature in EFL classes to improve the student's language. Table (5) above shows that all the teachers agree with the significance of instructing literature in the EFL classroom. However, the second statement revealed the extent to which students struggle with literature courses. The vast majority of the teachers (94 % of the participants) stated that their students face numerous challenges when studying literature. These challenges influence the students' interest and motivation to study literature, which was measured in the third statement. The latter demonstrates the teachers' evaluation of their student's interest and motivation in literary lessons. Only five teachers (10 %) stated that students are interested enough in learning literature. However, more than half of the instructors say that their students' interest in literary courses is within the average range, whereas six teachers believe that the students are neither interested nor motivated to study literary texts.

The fourth statement investigates the teacher's point of view regarding the students' autonomous abilities in analysing literary works. Overwhelmingly, the participants' responses indicated the learners' proficiencies in treating literature between average and weak in analysing the text. In comparison, two teachers rate their students' abilities as good in literary text analysis. These results are confirmed when the teachers are asked to evaluate students' dependence on them to grasp the text. Most teachers declared that learners depend on them when it comes to comprehending literary text. Twenty-one representing 40 % of the participants, responded 'strongly agree' with the students' dependence on their teacher in understanding the text, while 56 % of them agreed that learners need the teacher to grasp the literary discourse.

The last statement represents an overall evaluation of the level of literary texts in the Algerian EFL classroom from the standpoint of literature teachers. The teachers were requested to evaluate the literary competence of their students, particularly at the Bachelor's level (*Licence*). The statement was as following way: "Undergraduate students are incompetent in literature." An important number of respondents (70%) selected the choice 'neutral,' which is classified as average. Besides, (27%) of the teachers believe that undergraduate students are still incompetent in literature. In comparison, only two teachers see their learners possessing considerable literary competence. Thus, based on the teachers' responses, the students' literary competence in the Algerian EFL classroom context can be ranked between average and weak. Indeed, such findings are consistent with the data collected regarding students' challenges when studying literature.

5.3- Teachers' Perception of Implementing the Language-Based Approach in Literature Classroom

Item 1: Teachers were asked about the approach they mainly use in teaching literature for undergraduate classes.

According to Figure (1) below, the most used teacher approach is language-based; 16 of the participants stated that they follow this approach in implementing the literary course. Besides, 13 teachers declared that they use the cultural approach, almost the same as the eclectic approach; 11 teachers use the combination of multiple approaches in the classroom. In contrast, the information-based and reader-response approaches are amongst the least used by the Algerian literature teachers (7 and 4 of the whole 52, respectively). These results give a slight impression of teachers' preference for this approach.

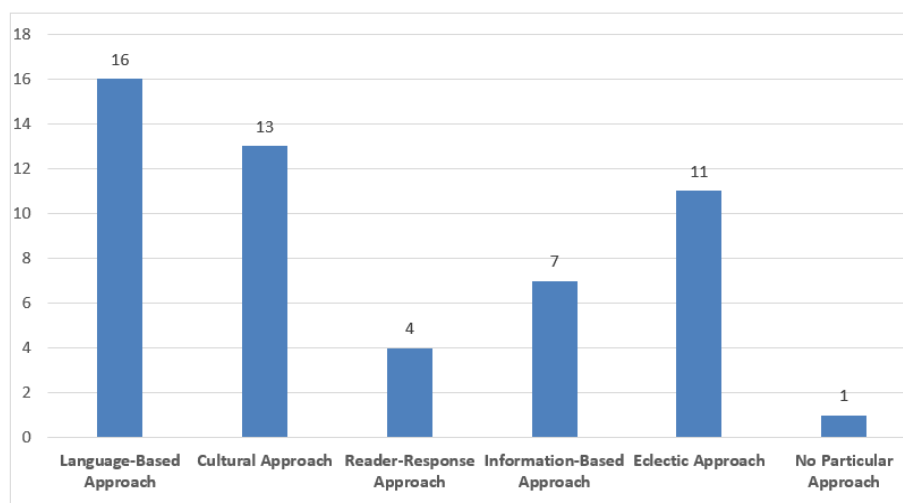


Figure (1): Employed Approaches by the Literature Teachers

Item 2: Investigating the teachers' perception of the Language-based Approach

As long as the current study aims to shed light on the perception of literature teachers in Algerian universities towards the effectiveness of adopting a language-based approach to enhancing the students' literary competence, the participants were asked whether they used this approach in their lectures and tutorials or not.

Table (6) below shows that 23 (44%) of the participants confirmed that they are already implementing a language-based model in teaching literary works. Besides, 22 (42.5%) of the participants declared that they had used this approach in one way or another. However, 4 (7.5%) of the 52 participants stated that they had never used such an approach in their lessons.

These findings indicated that most teachers are familiar with applying language-based models in teaching literature in the EFL context. Indeed, this gives an impression of the accuracy of the gathered data in measuring the effectiveness of the language-based approach in improving students' capability to learn literary texts from the teachers' perspectives.

In the second statement, the teachers were targeted to provide their evaluation of the efficiency of language-based approaches in teaching literature. As shown in Table (6) below, 17 (40%) of the 43 teachers with expertise with this approach believe that their students are satisfied with the language-based methods in the literature instructions. Twenty-two (51%) teachers expressed that students are slightly satisfied, whereas four (9%) of the participant claimed that the learners are not satisfied with this approach. As an overall evaluation, the researcher attempted to understand the outcomes of implementing methodological approaches in teaching literature. The teachers were asked about the significance of teaching literature through language approaches in developing the students' awareness of literary texts. The majority of participants (84 %) confirmed the language-based approach's efficacy in cultivating students' awareness of literary language. Besides, 5 participants stated that they are not sure about its effectiveness, whereas only two teachers believe that language-based approaches have no advantages on the learners' literary competence.

Table (6): Teachers' Perception of Language-based Approach

Statement	Answers		
	Yes	Somewhat	No
Have you ever used the Language-Based approach to teaching literature	23 (44%)	22 (42%)	7 (13%)
Describe your students' satisfaction with the language-based approach?	Satisfied	Slightly Satisfied	Not Satisfied
	17 (40%)	22 (51%)	4 (9%)
Does the language-Based model develop the learners' literary competence	Yes	No	Do not Know
	36 (84%)	2 (5%)	5 (11%)

Item 3: Strengths of Adopting Language-based Approaches in Literature Classroom

Regarding the main advantages of applying language-based approaches in teaching literary texts in the EFL context, the participants provided various benefits that they think help enhance their students' competence in literature. The answers are summarised as follows:

- It is an efficient learner-centred method to improve students' linguistic capacities and personalities as well
- Read primary literary texts for their beauty or persuasive messages to spontaneously reinforce their literary awareness.
- As a language-oriented approach, it offers students a well-rounded view of a literary language and provides them with the necessary text interpretation skills.
- It is a practical approach to teaching literary rules and text analysing. I have to teach the figures of speech, such as metaphor, simile, climax, and antithesis, and illustrate with as many examples as possible.
- Students are able to explore the text and analyse it word by word, structure by structure, to understand the story and the characters and make some horizons of expectations about the end of the story.
- It Helps in teaching literary tradition and stylistic assets to learn the denotative and connotative meanings.
- A simple way to convey literature techniques, rules, stylistic devices, and figures so that students would attain the designed adjective of the lectures.
- This method allows students to acquire information and linguistic awareness, emphasising meaning comprehension and textual element analysis.
- A suitable teaching approach to establish a literary foundation for students since most of them in the undergraduate stage are unable to read the text from cultural and philosophical perspectives.
- It offers numerous pedagogical benefits to encourage students' full involvement in the teaching-learning process in the classroom, such as understanding literary works and improving their writing skills.

Item 4: The Main Challenges that may Face Teachers in Implementing Language-Based Approach?

The participants' responses to the question about their perceptions of the language-based indicated the following drawbacks:

- Simply students are not at the level of student-based approaches.
- Time is not enough to teach students needed literary tools that may help them analyse a text using the language-based approach.
- The main challenge is the weak linguistic level of the learners.
- The majority of students are unable to respond to certain activities.
- The number of students per group does not allow us to focus on literary style, skill development, and raising interest in individual students to help them develop a love for studying literature.
- When adopting such an approach in dealing with literary texts, the process of selecting the texts themselves can be an issue; for the focus is on the language itself and not what the text is conveying to its readers, and hence you need to opt for texts that are easy to read, understand and thus interpret.

6- Discussion

The results of this research paper indicated that teachers of literature in the EFL classroom recognise the significance of literary texts in language proficiency. However, Table (4) demonstrates that EFL learners encounter difficulties when exposed to reading, comprehending, and analysing literary works, particularly undergraduate students who have never experienced it before. In addition to a lack of motivation, the teachers reported that the students' inability to read autonomously or comprehend hidden meanings is the most prominent problem. The difficulty of literary texts stems primarily from the inaccessible and complex structure of the texts, unfamiliarity with ambiguous vocabulary and connotative and denotative meanings of the word, in addition to the cultural density of the literary discourse, which acts as a stumbling block in the way of learning literature. Such barriers can be overcome by selecting appropriate texts to the level of the learners' comprehension in terms of vocabulary, structure, and culture to captivate their motivation in studying literature.

Regarding literature teachers' perception of using a language-based approach as a pedagogical framework in teaching literature to enhance the literary competence of the students, the study's findings demonstrated that many Algerian teachers of literature in the EFL context use this approach in teaching literature. They are aware of the significance of language-based models in providing the students with the necessary means and skills to improve their literary language. Through this approach, the teachers build techniques to promote students' critical language awareness and maximise their meaningful perception of texts. These findings are consistent with previous researchers who claimed that incorporating language-based methods in teaching literary works makes the text more attractive to be analysed as this approach helps students achieve an aesthetic appreciation of literary discourse that combines its unique language aspects with meaning intuitions (Carter & Long, 1991).

On the other hand, the research results showed the teachers' satisfaction with teaching literature through language-oriented approaches as a foundation to establish students' literary competency. Such assumptions are identical to those of prior studies by Culler (1997), who argues that the linguistic model of literary study is the opening path that focuses on the conventions that make the literary structure and meaning possible. Additionally, It facilitates the identification of literary genres, realises plots, creates characters from the text's fragmented details, draws themes in literary works, and pursues the kind of symbolic interpretation that allows us to evaluate the significance of the text.

However, the current paper unveiled that many Algerian teachers prefer cultural approaches to teach literature to undergraduate students. Indeed, implementing literary

discourse through cultural understanding may enhance intercultural interaction in the classroom and offer EFL learners an opportunity to attain cultural awareness. Nevertheless, tutoring literature through the cultural context in the early stage may negatively affect students' motivation and interest in learning literature. Generally speaking, Bachelor's students are still incapable of comprehending literary discourse through cultural approaches. Focusing on a cultural approach, which may be beyond learners' competence, hinders their comprehension and enjoyment of the text. Furthermore, and far worse, cultural barriers may impact the learners' attitudes toward studying literature adversely. Hence, in the undergraduate stage, teachers are recommended to create a methodological fundament of literature through which the students are able to explore the literary language and elements, structural features and learn basic skills of reading and analysing the literary work competently using language-oriented approaches.

7- Conclusion

The current research was conducted with the view of highlighting the perception of literature teachers in Algeria towards the efficiency of teaching literary texts through a language-based approach to enhance the literary competence of the EFL students. It has also aimed to identify the strengths and weaknesses of the approach.

The literature review reported in this paper confirmed that studying literature as authentic material exposes EFL students to language development, cultural enrichment, and personal involvement. Teaching literature should be set within a suitable method to meet its target aims, the most important of which is to sharpen students' literary competence. The latter is defined as the students' skilful capabilities in reading, comprehending, and analysing a literary text. Literary competence is acquired cumulatively through the students' motivation on the subject matter and approaching an appropriate method of teaching literature in the classroom. Basically, there are three fundamental approaches to teaching literature. Reviewing the previous studies has shown that the language-based model is suitable for EFL literature teachers to implement their literary lessons. Such a model is a language-oriented approach through which the text is intrinsically studied to provide undergraduate students with further opportunities to interact with the text and explore its different literary elements, aesthetic language and distinctive structure.

The findings of the mixed research method proved that the literature teachers in the Algerian EFL context recognise the significant outcomes of approaching the literature lessons through a language-based approach and its positive impact on fostering the learners' literary competence. Teachers acknowledged the role of creating a literary environment conducive to promoting students' independence in studying literature and enhancing their analytic skills. It is based on explicating the language and analysing how the content has been structured in the text through stylistic and rhetorical terms. These results reinforce Ahmadi's (2021) assertion that teaching literature from a language-based perspective enables a better understanding of the text's structure and linguistic construction, leading to the exploitation of the literary discourse's polyphony. Ahmadi argues that such a method is the most suitable for foreign language classes, as it permits the best examination of the text's language specificities and aesthetic value.

The researcher concluded that teaching literature through language-based approaches is preferable for less competent students thanks to its student-centred and language-oriented characteristics, which is beneficial to building a meaningful connection between the learners and the text so that they may get a complete acquisition of literary language elements.

Therefore, and based on the acquired results, teachers are recommended to adopt the pedagogical language-based methods in teaching literature in the undergraduate EFL stage to increase the students' awareness of literary language, bring their attention to different elements of literature and study the content of the text in the light of its form and the author's aesthetic style. Such techniques similarly pave the way towards enhancing the literary competency of the students systematically based on textual evidence.

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