Applying the information processing approach to teach literature in foreign language classrooms.

A case study third year LMD students of english language at Khenchela- university.

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Dedications

To our beloved parents for their support and encouragement.

To our sweet brothers and sisters.

To all friends

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Abstract

The overall aim of this research is to investigate the importance of using the information processing techniques in teaching literary courses and to know to what extent these techniques are useful and helpful for students to acquire, retrieve, and recall new pieces of literature. To reach this goal, a mixed methods research was followed relying on two different research instrument: a questionnaire for students and interviews for teachers. A Questionnaire was administered to (50) fifty students whereas the interview was done with three teachers of literary course. The gathered data were analyzed qualitatively and quantitatively. The results show that there is an underuse of the IPT in teaching literature. Student's questionnaires reveals that the primarily focus of the teacher is on direct questions to present new lessons in literature. Furthermore, the results also show that the teacher's role and the techniques used during the literary lectures are considered to be extremely important in the process of enhancing the understanding of the different components of literary texts.

KeyWords: Information Processing Techniques, Teaching literature, Foreign Language Learning

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List of abbreviations

EFL : English Foreign Language

TEFL: Teaching English Foreign Language

LBA: Information processing Technique

MPA: Moral Philosophical Approach

IPT: Information Processing Technique

IPLT: Information Processing Learning Theory

L-T-M: Long –Term Memory

IPM: Information Processing Model

RRA: Reader response approach

GENERAL INTRODUCTION

The Information processing model shows what happens when information passed through several internal structures which are in fact existed in the learner's mind. Probably these structures introduce the function of the nervous system . It is necessary to take into account that these structures are currently hypothetical , that is to say, they are still not related to any part in the brain .

Some of the processes used by the system may be performed better or faster by some people than by others , but the nature of the system is the same . (Gagne et al , 1984).Eggen and Kauchak (1988) claimed that « Information processing models are teaching strategies based on information processing theory that are designed to help students learn content at the same time as they practice thinking skills under the guidance and direction of an active teacher» (p.16).

Using the information processing model can offer a better understanding of how the pieces of information are constructed , stored , and recalled as it enablesstudents to acquire information in a proper and organized way compared to the time when they do not have any idea about it . Gage and Berliner (1984) state that «Memorizing information and remembering how to apply skills is one of the major tasks of learning. learning something one night is of little use if it cannot be remembered at some later time». (p.9). Teachers can teach students how to store, recall information appropriately in order to achieve the process of encoding through following two ways :Firstly , teachers are supposed to give their students the information which are ready coded such as mnemonics , graphs … etc then motivates learners to create their own codes .This will play a great role in helping students to store the new information in his /her long-term memory. Secondly , by giving the learners some cues to facilitate the coded information . This consequently aid students to easily retrieve the information being stored in the long- term memory . Berliner (1985) asserts that « Information processing involves students actively processing , storing , and retrieving information from the long- term memory . Teaching involves helping learners to develop information processing skills and to apply them systematically to

mastering the curriculum » (p.5). It is important to realize that students are capable of understanding the different stages that the information passes through , and they are able of using a variety of techniques to enhance the flow of information and to improve the ability of memorizing and recalling the information at time when they need them , on the other hand , teachers should use several ways and techniques when presenting their lessons to make learners able of understanding , memorizing , and retrieving information .

1. *Statement of the problem*

Learning is an ongoing process and every day in our lives we are learning new information. Therefore , it is important for teachers to find new and interesting methods to help their students in understanding and remembering new acquired information . It is a known fact that every student is able to learn and remember well if teachers provide them with the appropriate tools , techniques , and guidance . Some students face many difficulties in understanding new information given by teachers , One of the struggles of teaching is presenting often complex material to students in a way that they can not comprehend that is why teachers are supposed to use a variety of information processing techniques (mind mapping , repetition , questions , chunking, attention, etc) to enhance the learning process especially that of literary courses.

Despite of the importance of using the information processing approach in learning environment, there is no study that examined that place of this approach in teaching literature. Accordingly, the current study is an attempt to investigate to what extent do teachers use the information processing techniques to facilitate the process of understanding literary texts in foreign language classrooms.

2. *Research questions and hypotheses*

In order to teach students to read literary works , there is a need to identify appropriate methods and techniques which would help them understand the underlying meanings of a literary text. Information processing techniques can be a good means of developing a variety of mental

models to encourage student's understanding of what they are learning in literature. To examine the aforementioned research topic, the present study seeks to answer the following research questions:

✓ What are the different techniques and strategies used by foreign language teachers to facilitate the understanding of literary text ?

✓ To what extent do teachers use the information processing techniques to enhance the learning of new pieces of information in literary courses ?

✓ Do teachers follow the information processing techniques to expose learners to new literary works ?

The hypotheses that can be drawn from the previous questions are :

✓ If teachers use information processing techniques in foreign language classrooms, students' level in literary text will be enhanced .

✓ The Information processing techniques are underused in teaching literary courses in foreign language classrooms.

✓ The information processing technique seems to be helpful to improve the learning process of literature in FL classrooms.

3. *Aims and significance of the study*

The research aims to make both teachers aware of the importance of using information processing techniques to teach literature in foreign language classrooms and to show its great benefits in EFL classes . The information processing approach will make the students able to learn , understand , and recall the new information , Additionally , this study attempts to shed light on the importance of using information processing techniques in FLC to enhance the process of understanding the different components (culture , ideology … etc) included in literary

text .It can also be beneficial for teachers in terms of facilitating , explaining , and representing their literary works .Thus, the current study gives solutions and suggestions which really would help students to improve their understanding of literature and will guide teachers to integrate the use of information processing strategies in teaching literature in FL classrooms.

4. Methodology

This investigation is a mixed methods research and is carried out to find whether or not using information processing techniques is effective in teaching literature .

In order to realize our ultimate goal , we select questionnaires for students and interviews for teachers. this type of data collection is a suitable tool that helps us to see how the information processing techniques could be useful to overcome the different types of difficulties faced foreign language learners in reading English literature.

The population in our investigation is concerned with third year LMD students at the department of English at Abbes Laghrour university , because we could not work with the whole number ,the scope of sample used in this study was only limited to 50 students selected using the non-probability convenience sampling.

Chapter One:
Teaching Literature in Foreign Language Classrooms

Introduction

The first chapter sheds light on the place of literature in foreign language classrooms . It offers a definition of literature from different points of view . It clarifies the importance of using literary texts in developing the four skills as well as the different methods and approaches of teaching literature. It ends with discussing the role of literature in developing effective reading strategies .

1.1. Definition of literature

Many researchers and scholars have suggested a variety of *definitions* to the term literature and each one of them*defines* it from different perspective and from what he believes literature is . Generally speaking, literature is anybody of written work that is considered to be an art which has an artistic value, Wellek (1978) claims that « to speak sweepingly one can say , summarizing , that in antiquity and in the renaissance , literature or letters were understood to include all writing of quality with any pretense to permanence (p.20).

The term literature is derived from the Latin word littera which means letter . It is the art of written works. Paley and Lazar (2007) have suggested that « literature is used to refer to a sort of disciplined technique for arousing certain emotion » (p.2).

In Oxford Advanced English dictionary (1995) , literature is defined as…stories , poems and plays especially those that have value as art and not just entertainment » (p.16). Moreover , literature has been defined by some teachers all over the world as a creative work that raised on the part of the reader different feelings and emotions . Boas (2015) claimed that « literature is the record of experience interpreted by personality that behind every book which the race has preserved is a human being's eager effort » (p.74).

1.2. Characteristics of literary texts

A literary text is defined as a product that is based on the author's imagination in creating a piece of work. Literature is an oral or written record that expresses people's ideas, thoughts , feelings and ambitions . In other words, it is any form of writing whether verse or prose such as (short stories , novels , poems ,drama…) In order to distinguish between a literary text and non-literary one , there is a need to mention some characteristics of a literary text which are as follow : A literary text , whether verse or prose , has its own special language which is different from the ordinary language , This special language has been derived from the aesthetic language that is based upon the arrangement and well selected words that consequently create mental , emotional ,psychological , imaginary that are almost similar to drama which everyday language fails to achieve . The outcome of the special language is to produce a kind of intuitive center that is responsible for transmitting and sending out codes together with overt messages usually received by a recipient's private reporter .(Abdul, W. M. M., 2012). In addition to that , in literary text the power always is to the poetic language over the normal language because the language of literature is not only about the communication purpose, but it also aims to influence the reader's mood through making him live feelings and emotions . unlike non-literary text the author shares his experiences with the reader , recreating them in him , that is to say , the reader relates what he is reading to his previous experiences , Moreover, literature has other visible features like focusing on the use of organized and structured sentences, artistic unity (similes , metaphor , irony , symbolism , analogy) , and fiction which usually shows sense of reality . Besides, it is claimed that the principal feature of literary text rests on its focus on the message, not on content. (Landers, 2001.7, Burkhanov, 2003. 139, Hermans, 2007. 78-79, Sanchez, 2009. 123).

1.3. The importance of using literature in foreign language classrooms

Literature and language are closely related and no one can deny this fact . Literature is a basic component and a source of developing foreign language learner's reading strategies and

skills. It is considered as an authentic material for teaching the four skills (listening , speaking , reading , and writing) as well as the different language aspects (grammar , pronunciation , phonology , and vocabulary) . Literature is deemed to be highly significant for the mastery of a foreign language and this can be seen through the expanding of students' horizons because it allows them to see more than just what the front doors show . It helps them to realize the wide world surrounding them . It also contributes in the building of students' critical thinking skills.

From what previous researchers stated , it is clear that teaching literature plays a vital role in the learning process . Students need to have some factors which facilitate the process of learning and understanding of literature . In this respect , Gillian Lazar (1993) stated that « using literature in the classroom is a fruitful way of involving the learner as a whole person and provides excellent opportunities for the learners to express their personal opinions , reactions and feelings » (p.13-14) . Long (1986) claims that « it is especially important for more advanced learners to be exposed to a wide variety of authentic literary texts accompanied by tasks and questions that resemble real - life approaches to such texts » (p.58). That is to say , not only do these literary texts enhance learners' reading strategies and provide them with opportunities to discuss and enjoy beyond the mere understanding of information , but they also give students the satisfaction of discovering that they are dealing with the original form of literary texts.

Penny Ur (1996) stated that teaching literature « … helps (students) build their reading confidence and gives them assurance in their ability to use the language) (p. 155) .

Lazar (1993) suggests that « literature in the EFL classroom motivates , offers access to cultural background , encourages language acquisition , expands language awareness , develops student's interpretative abilities and educates the whole person in so far as it enhances our imaginative and affective capacities » (p. 15-9) . Magnan (2003) further explains that « text is the stimulus and map of language acquisition , where learners create their own understanding of a language through the text « (p.12) . On the basis of what it is said before , we can say that

teaching literature in foreign language classrooms is a good source for both learning the language and building cultural background about the other cultural communities .

1.4. Methods and approaches of teaching literature in foreign language classrooms

In the context of teaching English as a foreign language (TEFL) , teaching literature in particular has always been a controversial issue . EFL learners often complain that the language of literature is difficult .The meaning of some strange words , for example , may lead students to be discouraged and this immediately causes lack of interest . If teaching literature fails to reach its goals , this is not related neither to the difficulties of language nor to the level of learners . This can be attributed to the methods and approaches used by teachers to cover the huge bulk of literature . Brandes (1986) claims that « learning what is meaningful and relevant depends partly on what is taught and partly on how it is taught » (p.12). This indicates that the approach used to teach literary texts plays a great role in foreign language classrooms . Accordingly , a variety of methods and approaches can be used to teach literary texts .

1.4.1. THETRADITIONALAPPROACHE

This approach aims to expose students to the background of a text in order to examine the ideas and concepts behind it . In this way , students learn about different cultures and patterns of thought , and either directly or indirectly , will compare them to their own . as this approach is most often lecturer-led and does not focus on language work perse, it has been generally considered to be unsuitable by most EFL teachers . The role of the teacher in literature course is basically that of instructor and transmitter . regarding this view , the teaching of literature at the universities , nowadays , becomes mainly lecture-based with teacher-centered approach . As a consequence , the student becomes a parrot-like. Mililani (2003) states that « thus, the course of literature becomes a simple transposition of the teacher's impressions and feelings to the learner towards a literary work and not an intellectual exercise for the latter who should seek and discover meaning by himself with the means and strategies provided by the teacher» (p.2) .

1.4.2. A language-based approach

Studying the language of the literary text will help greatly in integrating the language and literature syllabuses more closely. Students are encouraged to draw on their knowledge of familiar grammatical or lexical categories to make aesthetic judgment of the text . This approach also guides students to express their opinions towards a text , set language activities in literature lesson and encourage students to actively participate in the process of understanding the meaning of text .The main purpose of language-based approach is being learner-centered, activity-based and to expand by a specific attention to the style of the language in use. The language-based approach is used to combine both literature and language skills. LBA structure is used to generate activities to give useful interpretation and estimation of the text, through combining LBA into literature classes , the text will be an important part to be analyzed. (Kiran, K. D. , and Surita, M. , 2014).

1.4.3. Reader-response approach

The main principles of the reader-response approach include attention on the role of the reader and a process-oriented approach to reading literature. This encourages students to draw on their personal experiences, opinions, and feelings in their interpretation of literature. Dias and Hayhoe (1984) pointed out that « it is precisely the role of the reader in the act of reading that has not been sufficient and properly addressed » (p.15). Reader-response theory emphasizes the necessity of the individual and accurate challenge with the text. This freeing of the reader from the oppression of one's expert and a unique discussion of a piece of work in literature, additionally it liberates the reader from various responses (stereotype and convention). The reader-response approach was based hugely on the different kinds of questions asked by teachers to learners in the classroom, it also seemed to depend on their personality. Therefore, the reader-response approach is actually provides a vital input to the learning of language through simplifying and attaching literature to individual experience. Furthermore, RRA is not focused on

meaningless or nonsense comments from the reader; Instead it is based on the process of producing meanings when reading literature and discovering the different ways in which a reader or a community of readers experience the world, and culture absorbed in the literary text. In a reader-response classroom, the proper subject of writing is the experience of reading itself, students will benefit most when writing helps them become better readers (Sheridan, 1991). Proponents of RRA advocates the role of the reader in interpreting and understanding literary texts . That is to say , the process of interaction between the reader and the text is the basis of making and interpreting meaning in literary texts .

1.4.4. A stylistic approach

It attempts to teach students how to search for and interpret stylistic dimensions of a given text . Students are allowed to learn how the speech is said and how the meanings are constructed .They should also know what makes the language of literature different from every day language. If the stylistic approach would be chosen to teach literature at universities, this will help students to understand the real function of language in literature, language contains words, structures, and sentences and literature is a combination of these words , structures , and sentences . The stylistic approach incorporates a close reading of its literature contrary to the traditional ways of memorization and reproduction. It can prove to be the best method to learn a foreign language , as it would give a close view of the target language . By using SA students will learn how to compare any piece of literature to their own experiences . The main principles of the stylistic approach is to encourage students to re-read a literary text for many times , by doing so students unconsciously will learn the different rules of grammar of the target language , in other words , students will be able to learn language through literature and this the main purpose of teaching literature of any language . (Meenakshi, H.V. 2015).

1.4.5.The paraphrastic approach

In this approach, teachers ask their students to pick outany paragraph from the text and

rewrite it using their own style of writing to express the ideas and information found in this paragraph. The primarily focus of the paraphrastic approach is to interpret literature which *is* found to be a difficult subject to comprehend , without understanding of the main ideas found in the passage being paraphrased , students will not be able to reach the real purpose of paraphrasing which is to provide the approximate surface meaning of the text . Rosli Talif (1995) asserts that it « allows teachers to use simpler words and sentence structures compared to the more complicated ones in the texts and sometimes the teacher can translate it into other languages , they also argued that this approach is suitable for beginners of the target language , as it acts as a stepping stone in formulating original assumptions of the author's work » (p.90).

1.4.6. *Information‑based approach*

This approach helps learners to be more familiar with the ideas and information presented in the text and facilitating the process of understanding the text itself. The IBA is focused on text's information. This is a strategy of teaching some sort of knowledge about literature in which literature seen as a way of educating learners. The teacher plays a great role in this approach as a guide and designer who is the responsible of everything in the class. He is the one who decided about the appropriate materials and activities to be used during the presentation of his lecture and these practices and activities should be chosen according to student's needs and abilities. Furthermore, as the approach provides teacher-centered classroom activities , this indicates a good activating contexts and reflecting upon texts (Fauziah, F. 2016).

1.4.7. *The moral philosophical approach*

This method has a large purpose in literature which is to provide moral and philosophical issues. Actually, readers most of the time asks some strange questions like: "what are the things we learn about life from reading this work?" And this is wrong because the text is the artistic work that contains many messages and moral implications. This approach is useful in interpreting themes for instance the theme of "man's inhumanity to man" in Huckleberry Finn. The moral

philosophical approach is one of the oldest approaches that seeks to teach morality and give interpretation to literature, those interpretations should be based on philosophical thoughts of a group. MPA always try to provide plenty of descriptions of the work in terms of the construction of ideas and thoughts.   (Alexandra, B. 2014).

1.5. The role of literature in developing effective reading strategies

It is a fact that literature offers several learning opportunities for English language teachers and students, that's why it is considered as one of the most interesting fields. The importance of literature does not appear only in helping students to acquire language but it is also regarded as an authentic material through which they improve an effective reading competence. Teachers are suffering with the issue of why students are reading with such low level skills. Reading has been a problem for many classroom teachers as they deal with the problem of students who lack the necessary skills to comprehend literature and informational texts. Most of previous studies declare that literature plays a great role in developing the four skills in general and reading in particular through using short stories and other similar content as a tool.

Brozo and Flynt (2008) argue « increased attention to social motivation in the classroom can lead to more intrinsically motivated readers and to increased achievement in reading » (pp. 173-174). Recent approaches of teaching reading have stressed the importance of reading strategies for coping with text. For many applied linguists, good readers are those who use the appropriate strategies in a flexible manner. Dubin (2000) asserts that « good readers report using a wide variety of coping strategies , from the often mentioned skimming and scanning , guessing and predicting , to using internal and external context clues to derive meaning from texts » (p.148) . So, reading strategies are so important in determining the quality of good readers. Ariogul (2001) claims that « the inclusion of short fiction in the EFL curriculum offers the following educational benefits: makes the student's reading task easier due to being simple and short when compared with the other literary genres, enlarges the advanced level reader's world

views about different cultures and different groups of people and motivates learners to read due to being an authentic material » (p.11-18).

Conclusion

The first chapter discussed the different definitions and characteristics of literature offered by different scholars and researchers. It also investigated the importance of using literary texts in FL classrooms. After that, we provided an outline of the main approaches used to teach literary texts in English classrooms as well as the positive aspects of teaching literature in developing effective reading strategies.

Chapter Two:

The Information Processing Learning

Theory in Foreign Language Classrooms

Introduction

This chapter sketches out of information processing theory in foreign language classroom. It starts by providing a brief definition of the theory .It also illuminates the basic models of learning in the IPT as well as the main principles of the models such as (encoding, storing, retrieving) More importantly. The current chapter discusses the learning aspect of the theory and its implication in the teaching process.

2.1. The information processing learning theory

Information processing learning theory is a well-structured theory about how people learn. Understanding a little about the theory can help teachers improve their teaching strategies. IPLT uses the human brain as a model for learning. This theory indicates that there are three memory systems : Sensory memory, Short -term memory, Long- term memory. The human mind acquires information through the surroundings .According to the information processing theory when the student takes information ,that information is stored as sensory storage, then is moved to the short term memory and is transferred to the long term memory as : semantic mnemonics/procedural memories/images. The theory addresses how as children grow, they received information through their senses, the transference of information to the long term memory is important, as information cannot rest short term memory (short term memory can only hold seven pieces of information at a time.)

Teachers can help students who are suffering from information overloaded by letting studentsprioritizing the information and helping students to make connection between new material and what they already know.(John.W,1962).

The short term memory has a very limited capacity .Information is held there for just a few seconds ,so the information must be chunked into groups for it to be meaningful. Since only a few chunks of information can be organized into meaningful units.

In summary, processing information involves gathering information by attending to it and representing the information in the short- term memory which is called « Organizing » and « Encoding ».

This theory plays a great role in the learning process because student 's learning strategies shift the focus of activity from the teacher to the learners ,In acting as a facilitators guiding the students , rather than just instructing them, the teacher is allowing the learners take an active part in deciding what they learn ,and how they learn and how they can enhance what they have learnt. Actually, this means learners have more responsibility and ownership of their learning.

Rehearsal strategies are learning techniques that help students revisit content as much as

Possible. The main techniques of rehearsal are: Visualization/Story creation/mnemonics.

2.2. The information processing models of learning

There are a variety of models to use in considering « Information processing models of learning ». The information is entered by means of sharing devices, in the human mind the input device is called « the sensory register » composed of sensory organs through which we receive information about what surrounds us (Philip.H.W ,2001).

Educational psychology's model of information processing owes a great deal to mid-20th century work in the field of computing and communication. Shannon and Weaver (1949) offered a seminal definition of communication as all of the procedures by which one mind may affect another. One of the most difficulties of teaching is presenting often difficult material to students in a case that they can understand through a basic comprehending of how student learn, teachers can introduce content to student in a way that will maximize the probability of learning .The information processing model provides us with how humans process information through the lens of the information processing model and discuss about the good effects of this approach on the students achievement in the classroom. (Phillip.H.W,2001).

Researchers create models of how information is processed. These models consist of three main types each one is a kind of memory, these three features are : Sensory memory, Short term memory, Long term memory. There are different ways in which information is represented in memory there are senses such as: kinesthetic, visual and so forth.

2.2.1. Sensory memory:

This kind of memory allows limiting the amounts of incoming information during the initial processing, the main aim of sensory memory is to screen the incoming stimuli and work only with those stimuli that are most relevant. Sensory memory is limited from (5/7) discrete elements such as letters of alphabets or pictures of human faces.(teaching and learning strategies).

2. 2.2. Working memory/Short-term memory:

Baddeley (2001) issued a model of working memory as consisting of three components. The executive controls systems oversee all working memory activity, including selection of Information, method of processing meaning and manipulation of information being processed. When Students discuss about something important, they can begin to consciously interact with

That information .with working memory the capacity and duration are slightly longer than sensory memory. The working memory has a very limited capacity we can attend to only about seven items at a timeframe (David. L, 2015).

2. 2.3. Long Term memory:

Long term memory provides permanent storage of information to later be retrieved. Unlike the previous two components of information processing model, long term memory is assumed to have infinite capacity and permanent duration. The information is encoded effectively into Long term memory .We can say that learning has occurred.

As opposed to previous memory constructs, long term memory has unlimited space. The decisive factor of LTM is how well organized the information is. This is affected by proper encoding (elaborative processes in transferring to long term memory). In LTM we get information through visual imagery; mental pictures can be extremely beneficial for reinforcing and in the recall of information. Encourage students to form visual images that capture what they are learning present idea in a visual manner .e. g : pictures, charts graph. (David. L,2015).

2.3. The main principles of information processing models

There are many information processing techniques which facilitate the teaching and learning process .Information processing techniques are of different types:

2.3.1. Information processing and attention

The first step in learning is paying attention. Students cannot process information that they do not recognize or perceive. There are many potential factors in the classroom that may influence student attention. (B.Ed.2,2010).

Psychologists are interested in what makes us attend to one thing rather than another. One way of conceptualizing attention is to think of humans as information processors who can only process a limited amount of information at a time without becoming overloaded.

Broadbent and others (1958) adopted a model of the brain as a limited capacity information processing system. Through which external input is transmitted. Attention focusing in order to effectively process information can be selective divided sustained or executive) Attention in teaching is very important, plan creative ways to catch student's attention. Come up with great ideas to make learning fun and meaningful not being, using of gestures to emphasize importance of information. Attention helps you to focus on your study materials pay extra attention to difficult information.(Daizeabdoa, 2015).

2 .3.2. Rehearsal :(repetition)

Rehearsal is another information processing strategy in teaching .It can be seen in the way of designing activities and practice lessons e.g. role playing ,daily drills ,repeat important information ,give practice exercises ,repeat practice steps (Daizeabdao, 2015) rehearsal can enhance to assess yourself by answering guide question .review do exercises, rehearsal is very important in information processing .Maintenance rehearsal is used at keeping or maintaining information in the working memory, Elaborative rehearsal is about repeating information over and over again, some sort of meaning is attached to a term or piece of information (William and Mary, 1693).

2. 3.3. Encoding

This means putting information into LTM the way of presenting information may lead students to practice in an active way, present information in interesting way can help students to remember, provide handouts use colorful attractive visuals. The importance of encoding in learning is link your lessons using all your senses with what you see, hear, smell, taste or feel (Daizeabdao,2015).

2.3.4. Priming

Priming is another important strategy in the information processing approach. This strategy indicates the process of making meaningful connection of thoughts or linking new concepts with existing ones. Priming plays a great role in the process of teaching such as constructing visual images and relating them to the lesson , connecting your lessons to things that are relevant to the Students or creating a motivational weather using graphs, pictures, flowcharts , diagrams….etc. It helps to increase our understanding and develop analyzing skills. Priming in learning is the way of presenting the lessons in relation to personal experience, relating new information to concepts that you already and constructing images to the lesson

(Daizeabdoa, 2015)

2.3.5. Chunking: This principle of IPM indicates the process of organizing long information into smaller related groups for better memory. Chunking in teaching can provide outlines, guides, divide and organize lessons into topics and subtopics break big information into smaller manageable meaningful groups. In learning Chunking represents the use of color coded makers for reading materials, classifying group related information and organizing files into smaller manageably chunks (Daizeabdoa,2015)*.*

2.3.6. Complex cognition : This technique promotes critical thinking through class discussion ,brain storming debates , writing papers ,experiments .It also helps in the learning process by identifying how and when we learn best ,using the learning style that works best for us and getting motivated commit to finish the practice(Daizeabdoa, 2015).

2.4. The information processing theory and the learning aspect in foreign language classrooms:

There are many principles which are crucial in engaging students to learn and explore new ideas with a view to be able to learn in a deeper way to develop and enhance their skills.

2.4.1. *Principles of Effective Learning*

There are many principles that will increase the likelihood of a learner recalling new information at a later point in time. Teaching, thinking and learning skills are considered as a topic, which receives a great deal of attention. (Brian. B, 2012).

2.4.2. Activate prior knowledge

Any good lesson plan format begins with the class with some form of prior knowledge activation. It might be a reminder or a brief review of what was studied in the previous day's lesson, or it could be a question similar to, have you ever had a problem you couldn't solve? The

purpose of this question is to activate prior knowledge. Recall discussion of elaborative rehearsal earlier ,in which indicated that making a connection to prior knowledge is a superior learning method to simply repeating information over and over without altering it. (Brian. B, 2012).

2.4.3. Distributed Practice

This part is important for effective learning. To be the most effective learner, one should space or distribute one's studying over a period of time. This process can help learners to contribute and recognize well. It Attempts to cram a lot of learning into one or two important study sessions rarely works. (Brian.B,2012).

2.4.4. Deep processing

In a way or another deep processing happens when one uses elaborative rehearsal to record the concept to other important concepts that are already known or are being learned. Deep processing comes from the field of learning, it provides and engaged the learning ideas that could store for a lifetime (Brian 2012)

2.4.5. *Organization*: This principle is very useful to create a learning environment, in which students become more engaged, organization applies to a rather restricted set of instructional situations, it is important to mention that the task of memorizing will be much easier if the item is grouped together.(Brian,B 2012).

First, we must gain our student's attention so the information is not quickly filtered out by their Sensory Memory. During the lesson this can be achieved through a clear, concise Learning Objective. By directly stating what students will do in a lesson, it becomes clear that the information we are about to present is important enough to warrant student's attention. Once new content is presented to students, it is vital to have students engaged in the lesson. Through a variety of cognitive and engagement strategies, it can be ensured that students are processing the information, which is vital for encoding information in Long -Term Memory. Consistently

Checking for Understanding with questions during a lesson makes certain that all students are making use of Elaborative Rehearsal to attach meaning and ideas presented in a lesson, making it easier for students to efficiently encode new information.

An individual awareness of how to retrieve information and how to remember an important information and the way of understanding and analyzing them at a later time because these topics are necessary in the learning process (Swanson and Watson, 1982). Student centered learning strategies changed the focus activity from the teacher to the learners, student centered strategies shows each student's skills, interests, talents, and learning style. Now that, we have a basic understanding of the learning process, how we can apply information to improve student performance. (John L. ,L, 1990).

The students must gain attention so the information is rapidly filtered out by their sensory memory in a lesson this can be achieved through a clear, concise learning objective by stating what students will do in a lesson It becomes clear that the information which are going to present is interesting enough to warrant students attention.

In addition to, new content is presented to students engaged in the lesson, through engagement strategies. Consistently checking for understanding with higher order questions during a lesson makes certain that all students are using elaboration and rehearsal to attach meaning to ideas presenting during the lesson, which make it easier for students to efficiently encode new information (Bradshaw &Lowenstein A,2014).

2.5. *The teaching implication and applications of the information processing models of learning in foreign language classrooms:*

Information processing theory has definite educational implications for students with learning and behavior problems. Teachers with a great understanding of the theory and how it is formed to, using learning strategies in order to improve the retention and retrieval of learning.

The cognitive strategies guide learner's behaviors when attending, thinking and memorizing, to choose which cognitive strategies and tactics are to be used at any particular time. According to Biggs (1988), not every cognitive tactic is suitable for every learning task. For instance ,there are still things which should be rote learned (learned by heart).For example, it is still important to know your multiplication tables so you can check that you haven't accidently press the wrong key on your calculator. When sing a word processor, you really need to learn some commands off by heart so you don't have a continually look at the manual to find how to perform simple functions. (Azizi.Y,2015).

Teachers who know the theory can modify teaching and learning weather to facilitate directing a student's attention and perception of incoming information, teach skills to stay active in working memory and ways to storage the information in LTM. (Andreas, G. &Marious S, 2008).

2.5.1. Human information processing

The basic tenet of the information processing approach is that the human can be considered as an information processing system, which follow some steps such as: encodes input, operates on that information; stores and retrieves it from memory (Badran, H, 2015). Benjamin Bloom (1956) attempts to categorize the different sorts of intellectual knowledge that teachers wanted their students to learn."Bloom «taxonomy became well known. Teachers use it to decide what is important for their students. (Azizi .Y2015,(p1).

The information processing model represents what happens when information flows through various structures which are supposed to exist inside the learner. These structures represent the functioning of the central nervous system."Wiener'' (1961) finds out that «the need of including psychologists had indeed been obvious from the beginning. He who studies the nervous system cannot forget the mind, and he who studies the mind cannot forget the nervous

system» (p.18). The cognitive strategies guide learners behaviors when attending thinking and memorizing, according to George Miller(1956) the information which is attended to is transferred to short term memory or working memory, where it active for up to about(15-20s) without rehearsal information in the short term memory is what we are conscious of at any particular time.(Azizi.Y,2015.p10)

"George Miller"(1956) also mentions that the short-term memory has a limit of 7/2 items. This capacity can be increased by chunking Gagne and Berliner (1984) maintains that if the stimulation in the environment requires an immediate response. Babadogan and Ozden (1998) assumed that « learning is the learner attribution to things happening or surrounding the individual. The learner interprets the information to make a meaningful understanding of the knowledge he has gained» (para.1).

Conclusion

This chapter discussed the different ways of applying the information processing techniques with a view to help learners to develop their thinking skills. Also it outlined the different models of the information processing theory in relation to the teaching and the learning process. It provides a clarification of the different information processing techniques that are very important in learning contexts.

Chapter Three:

Research Methodology

Introduction

To reach satisfactory results on the research being conducted, the researcher needs to pass through a methodological research design of the work, the sample of participants and research instruments used in current study. In this chapter, we attempt to clarify the objectives of the study and to describe the research design. Moreover, we discuss and describe the different research methods and introduce the advantages and disadvantages of each research tool.

3.1. Research design

Research means searching something again and again. Research is defined as an activity that is made by a human in which he/she relies on the usage of the intellectual in the investigation of requirement .It can be seen as the process of stating and restating problems, suggested solutions and drawing hypothesis; gathering and assessing data, reaching conclusions; then testing these conclusions to know whether or not they fit the formulating hypothesis. (Shaikh. S.G., 2015). Kerlinger (1873) defined research as « a systematic controlled, empirical, and critical investigation of hypothetical propositions about the presumed relations among natural phenomena. (p.03).

The educational research is divided into two research designs namely quantitative and qualitative, when attempting to choose the appropriate research design, the researcher is going to choose the research design that is supposed to give a suitable frame work for data collection, interpretation, and analysis. In the current study, we opt for the use of mixed methods research design as a good method to offer a better understanding of the topic.

Mixed methods research is an effective methodology for investigating a research that include, analyzing and mixing both quantitative and qualitative in conducting one

study or several studies. Johnson et al (2007) claimed that «Mixed methods research is the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the purposes of breadth and depth of understanding and corroboration» (p.123).

In this investigation, we opt for a mixed methods research which permits us to concern with third year LMD students at Abbes Laghrour University. The research design being chosen helps us to collect enough data about the topic under investigation.

Using mixed method research will help the researcher to provide creditable and valid results which allow data to be more authentic to represent the true and whole image of the research problematic. Mixed method studies have a significant role in educational research as well as they offer a rich knowledge on what happens in educational institutions.

The aim of putting both approaches together is to give a stronger and valid data. In addition to that it provides extensive understanding of a research area, and to emphasize on the idea that the approaches complete, balanced, and strength one another. Because together they produce a good understanding of research problems better than using each approach alone.

Rossman and Wilson (1985) identified three reasons for combining quantitative and qualitative research. « First, combinations are used to enable confirmation or corroboration of each other through triangulation. Second, combinations are used to enable or to develop analysis in order to provide richer data. Third, combinations are used to initiate new modes of thinking by attending to paradoxes that emerge from the two data sources » (p.115). Furthermore, the research questions raised in this investigation will be best answered using mixed methods design.

3.2. Participants (the sample)

In any educational research and whatever the type of the research is , the study should be based upon a sample population .The intended population of the present study is third year students at the department of English at Abbes laghrour university , their age varies from 20 -22 years. The sample was limited to fifty (50) students from the whole number (160) through the use of non-probability convenience sampling in which the selection of the members of the population (third year students) was based on subjective judgment of the researcher rather than random selection.

3.3. Choice of the sample

The reason behind dealing with third year students is to work with their back ground experience concerning the use of information processing techniques. In a strict sense, the focus is directed mainly on their personal opinion towards the different strategies of teaching literary texts.

4. Instruments of data collection

4.1.   The questionnaire

The questionnaire is opted for as the main tool for gathering data on the topic of research. Brown (2001) defines questionnaires as " any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (quoted in Domey , 2003 , p .3). The questionnaires are almost used by beginners because they thought that they are the easiest tool in terms of planning and administering.

4.1.1. Description of the questionnaire

The questionnaire was distributed on 8/4/2019 to third year LMD students at Abbess Laghrour University – Khenchela . The choice of this period to distribute the questionnaires was because of limited time.

The questionnaire was given to participants during English sessions, and they were given 40 minutes to respond. The questionnaires started with a general instruction which paves the way to 12 items. The items are divided to three sections, each of the sections aimed to equip with specific knowledge.

The following is a description of each section:

Section one: (1-5)

It consists of five questions prepared to get student's attitudes towards reading literature.

(Q1) they are asked to know whether they like to read about English literature (Yes /No) .

 (Q2) they are asked to select if they prefer to read literature extensively (to understand the general idea) or intensively (to look for details) .

(Q3) the main aim of this question is to know about the student's difficulties in understanding, the language of the text, the cultural aspects in the text, or others. They are also asked to specify more.

(Q4) is designed to ask students how they rate their participation in literature. Whether very good, good, not good.

(Q5) seeks to get information about what kind of problems they face when reading literature, understanding the main ideas of the text, encoding new information, or recalling (remembering) new information.

Section two: (6-10)

The main purpose of this section is to gather data about student's reactions towards the different information processing techniques used by teachers to teach literature. In(Q6) , students are asked about which of the appropriate I PT is used to help them in understanding new information whether through repeating important information , linking new information to previous lessons , or using maps , diagrams , and tables .(Q7) is designed to ask students about what is the useful strategy that is used by their teachers when presenting difficult information (different tasks and various activities , formulating different questions , organizing facts and events , or none of these).

In (Q8), students are asked about the most motivating technique that is used by the teacher of literary courses to present the lesson (games activities, direct questions, visuals (images and pictures), projectors , using films and videos or none of these) . In (Q9), students are asked if

their teacher of literary courses , plan creative ways to catch their attention , come up with great ideas to make learning fun (not boring) , call their names during lectures and discussion , use gestures to emphasize important information , or none of these . (Q10) , on the other hand, is prepared to know about what is the activity that is found to be useful in the understanding of literary texts (debates /discussion , games / competition activities , activities to practice particular reading writing skills , or problem solving activities).

Section three: (11-12)

This section consists of two questions that describe student's expectation towards using the appropriate information processing technique by the teacher.

4.2. **The interview** : To strengthen the data collected from questionnaires, we interview some teachers of literary courses at the department to investigate their different methods

of teaching literary texts as well as their knowledge and implication of the information processing techniques to teach literary texts.

4.2.1. Description of the interview

The interview was implemented to gather information from teachers. Since interviewing is a useful and applicable tool to collect data. And because of our desire to know more about teacher's views and opinions towards the use of information processing technique and its implication in the process of teaching literature.

In the present study we opt for the structured interview, the basic difference between the questionnaire and the interview is the oral form. The interview was administered to three teachers of literature, the selection of the sample was based on the reason that literature's teachers will be the best contributors in our research, regarding the fact that they are dealing with the IPT in literature courses. The interview consisted of eight questions presented for teachers to answer in 30 minutes, the first and the second questions were about the types of activities they use in teaching literary text, and how they present new pieces of information, the aim of the third question was to know whether or not they link between previous and new lessons and how, the fourth question concerned how teachers attract the attention of their students in the classroom. In the fifth question they were asked to what extent attention is important in enhancing the learning process. The sixth question was about if repetition is important in enhancing the encoding of the information on the part of FLL or not and how. The seventh question concerned the techniques (tables, diagram and maps) they use in presenting literary texts, how and why. The purpose of the question eight is to know the strategies they use to help students overcome the different difficulties in reading literary texts.

5.   *Data analysis*

In this investigation , data will be examined through the use of graphs , and information will be analyzed in accordance with the order of the items in the questionnaire . The whole number of the copies of the questionnaire is fifty (50) .

Section one

Item (01): Do you like reading about English literature ?

Student's Answer	Number	Percentage
Yes	24	48%
No	26	52%
Total	50	100%

Table n˚01: Reading English literature.
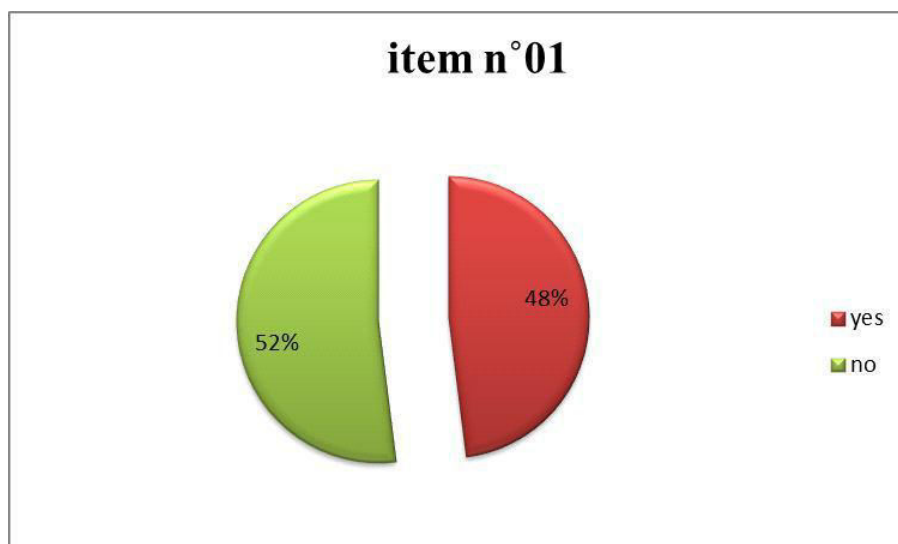
Figure 3.1. Reading English literature.

We noticed from the above table and figure that the highest percentage of students (52%) claims that they don't need to read about English literature, while the rest (48%) saw the opposite and they declare that they are interesting in reading English literature.

Item (02) : Do you read ?

Student's answer	Number	Percentage
Extensively	**29**	**52%**
Intensively	**21**	**42%**
Total	**50**	**100%**

Table n˚02 : Reading methods
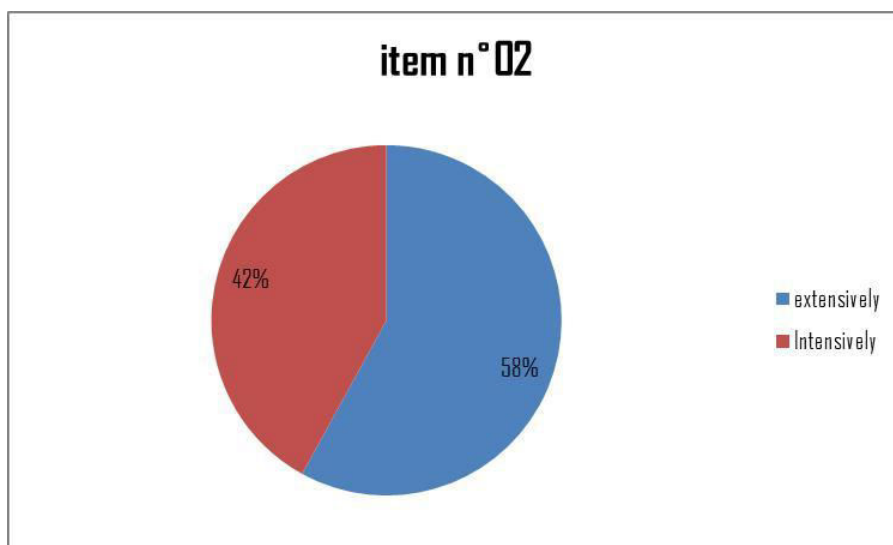
Figure 3.2. Reading methods

We observed from the table and figure that most students (58%) stated that they read literature using extensive method (to understand the general idea) , whereas the rest of students (42%) prefer to read intensively (to look for details).

Item (03): When you read literary texts , you find difficulty in understanding ?

Options	Number	Percentage
The language of text	12	24%
The cultural aspects in the text	20	40%
The main theme of the text	14	28%
Others	04	08%
Total	50	100%

Table n°03: Students' reading / understanding difficulties
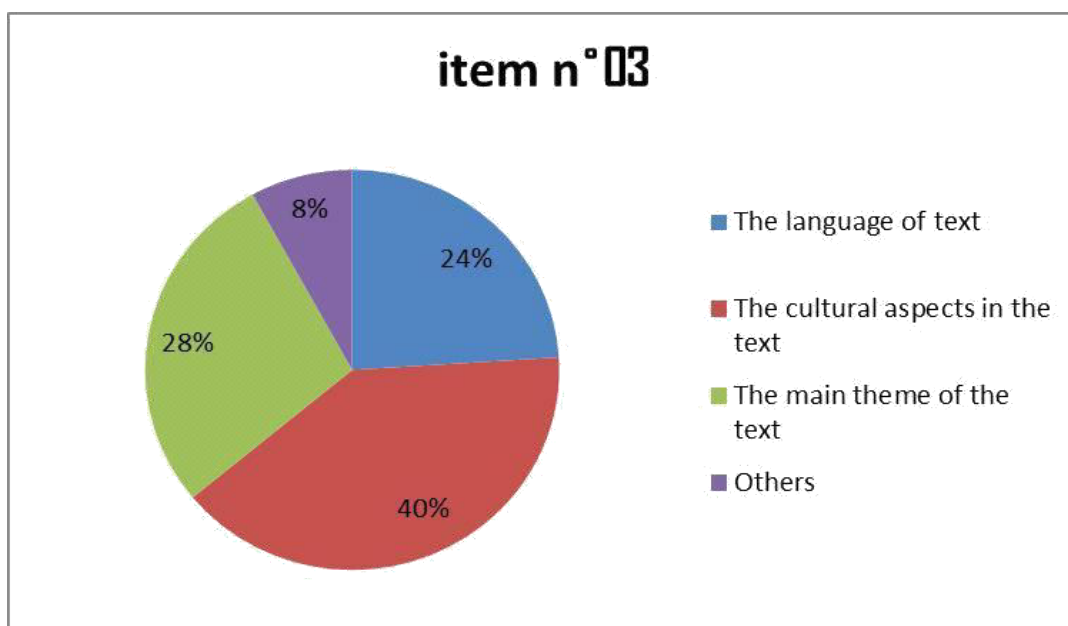
Figure 3.3. Students' reading / understanding difficulties.

Regarding students' answers, (40%) of them claimed that they find difficulties in understanding the cultural aspects of the text. However; (28%) of them said that the

main theme of the text is a difficult task to comprehend. (24%) of them mentioned that understanding the language of the text is difficult .The rest of students (8%) stated that they don't have difficulties in understanding either the language of the text , the cultural aspects in the text nor the main theme of the text but others.

Item (04) : How would you rate your participation in literature courses ?

Options	Number	Percen tage
Very good	08	16%
Good	26	52%
Not good	16	32%
Total	50	100%

Table n°04: Assessment of students' participation in literature
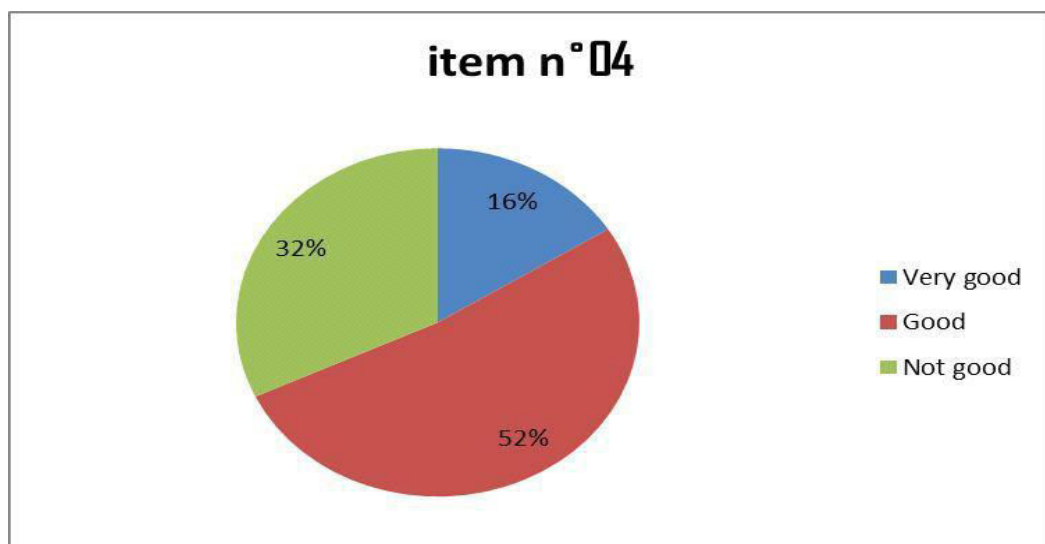
Figure 3.4. Assessment of student's participation in literature .

We noticed from the table and figure that the highest percentage (52%) of students claims that their participation in literature is good. While (32%) of them said that their participation in literature courses is not good. the least percentage (16%) stated that the level of their participation is very good.

Item (05) : When you read literary texts , you find a problem in ?

Options	Number	Percentage
Understanding the main ideas of the text	4	08%
Encoding new information	26	52%
Recalling (remembering) new information	20	40%
Total	50	100%

Table n°05: Reading problems
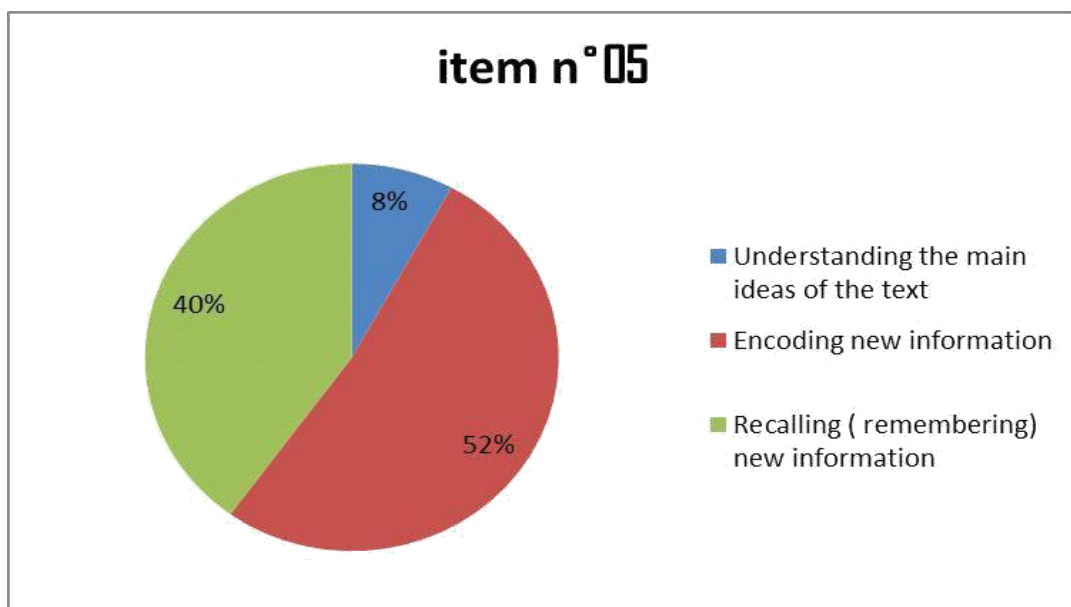
Figure 3.5. Reading problems

The results show that the majority of respondents (52%) affirmed that they found encoding new information as a difficult process when reading literature. whereas , some

other (40%) stated that recalling new information is not easy . While the minority (08%)

signifies that they faced a problem in comprehending and understanding the main ideas

of the text.

Section two

Item (06): our teacher of literary courses helps us in understanding new information through?

Options	Number	Percentage
Repeating important information	**14**	**28%**
Linking new information to previous lessons	**26**	**52%**
Using maps , diagrams , and tables	**05**	**10%**
Giving examples	**02**	**04%**
None of these	**03**	**06%**
Total	**50**	**100%**

Table n°06: students' views about the teaching strategies
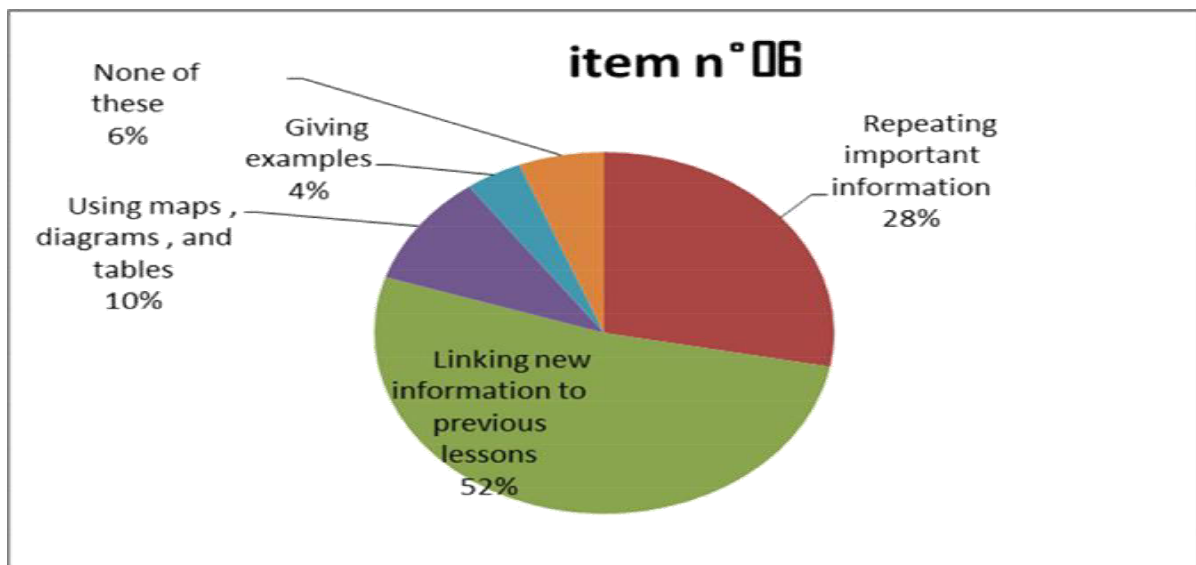
Figure 3.6. students' views about the teaching strategies

From the results shown in the graph , we have perceived that the majority of the students which represents (52%) claim that teachers of literary courses tend to link new information to previous lessons , others (28%) said that teachers base their courses on the idea of repeating new information. Whereas (10%) of them said that their teachers choose to use maps, diagrams, and tables. And (06%) of students answered with none of these. While a few of them (04%) think that the best way to understand the new information is through giving examples.

Item (07): I feel motivated to study literary courses because our teachers present difficult information through?

Options	Number	Percentage
Different tasks and various activities	**13**	**26%**
Formulating different questions	**11**	**22%**
Organizing facts and events	**17**	**34%**
None of these	**09**	**18%**
Total	**50**	**100%**

Table n°07: Students 'Reactions towards strategies of teaching
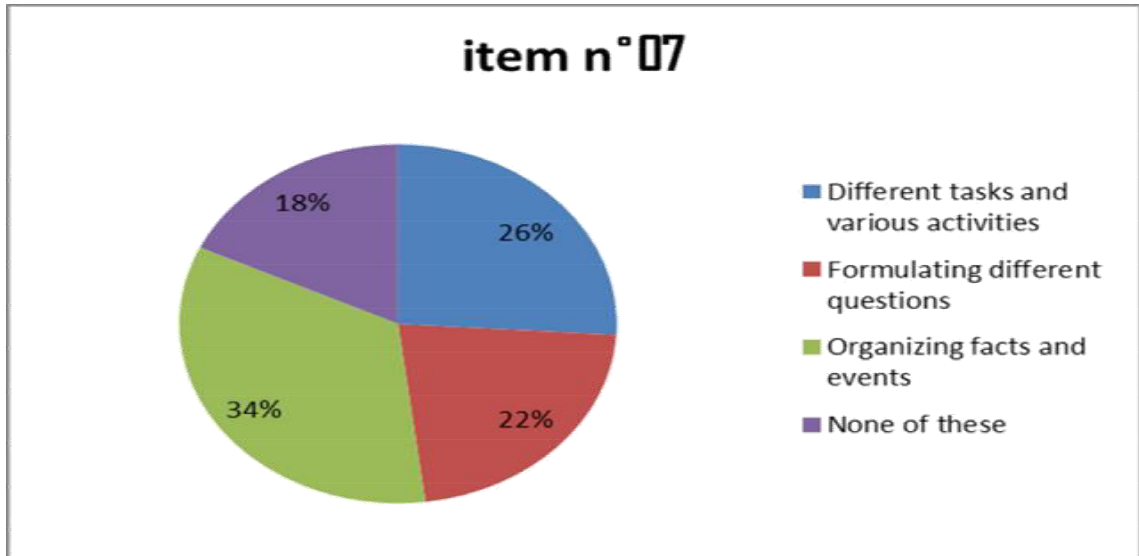
Figure 3.7. Students 'Reactions towards strategies of teaching

According to the students' answers, it seems that most of them (34%) are interesting in organizing facts and events. whereas others (26%) supported the use of different tasks and various activities. But some of them (22%) believed that the useful strategy of teaching difficult information in literary text is formulating different questions. While the rest said none of these.

Item (08): Our teacher of literary courses presents the lesson through?

Options	Number	Percentage
Games activities	02	04%
Direct questions	23	46%
Visuals (image , and pictures)	05	10%
Projectors	06	12%
Using films and videos	03	06%
None of these	11	22%
Total	50	100%

Table n°08: Methods of presenting courses in literature
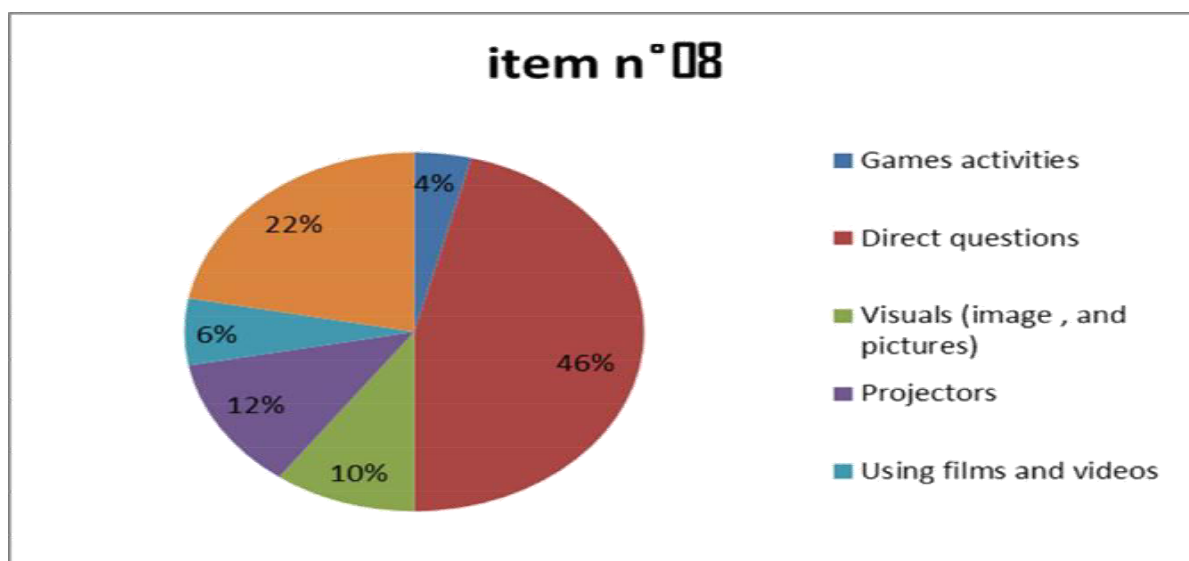
Figure 3.8. Methods of presenting courses in literature

From the outcomes that we have noticed in the above table and figure , we can say that the majority of respondents (46%) claimed that their teachers use direct questions to present the lesson , while some others (22%) claimed that teachers do not use of any of these methods. However; (12%) of them said that

their teachers use projectors. (10%) of them mentioned that the method that is currently used to present the lesson is visuals (images, pictures). The other respondents (06%) answered with using films and videos. The remaining students (04%) select games activities.

Item (09): Do your teacher of literary courses?

Options	Number	Percentage
Plan creative ways to catch your attention	**08**	**16%**
Come up with great ideas to make learning fun (not boring)	**06**	**12%**
Call your names during lectures and discussions	**16**	**32%**
Use gestures to emphasize important Information	**11**	**22%**
None of these	**09**	**18%**
Total	**50**	**100%**
Table n°09: teaching techniques		
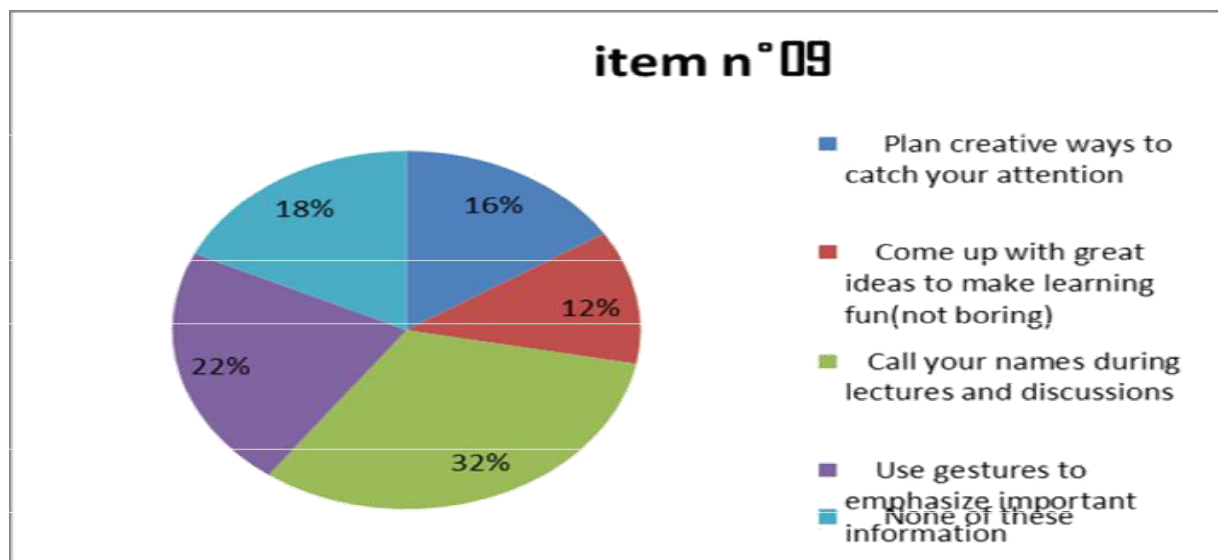
Figure 3.9. Teaching techniques

According to these results, it is confirmed that; the highest percentage (32%) of students said that their teachers call their names during lectures and discussions. (22%) of participants, claimed that their teachers use gestures to emphasize important information .On the other hand, (18%) choose none of these. (16%) declare that their teachers plan creative ways to catch their attention. A few of them (12%) said that their teachers come with great ideas to make learning fun.

Item (10): Which of the following activities, do you find useful in helping you to understand literary text?

Options	Number	Percentage
Debate/discussions	18	36%
Games/competition activities	22	44%
Activities to practice particular reading writing skills	07	14%
Problem solving activities	03	06%
Total	50	100%

Table n°10: Teaching Activities
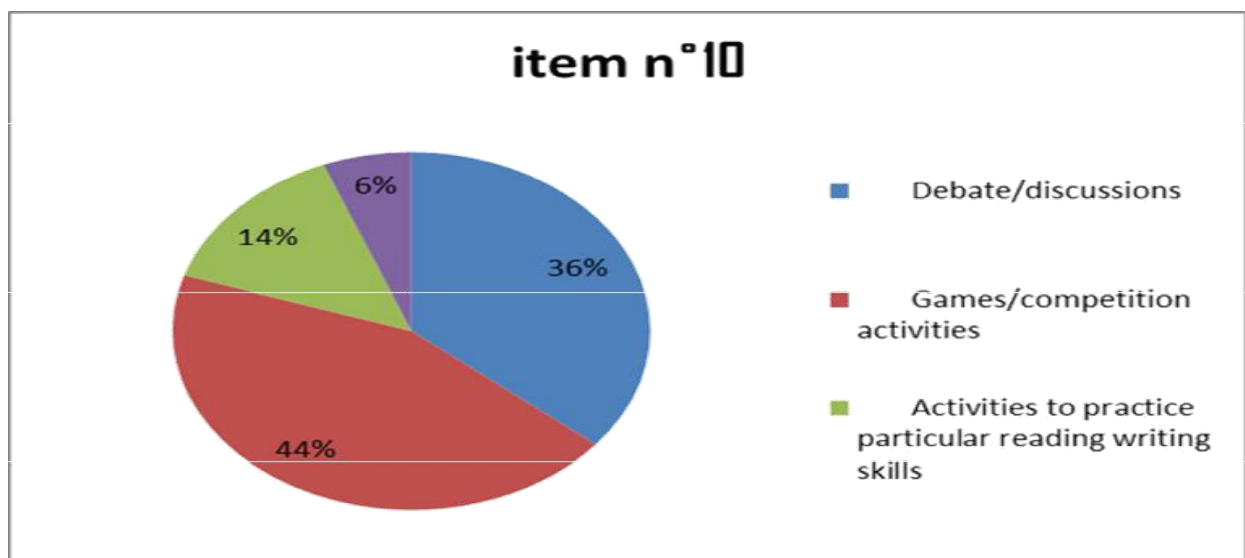
Figure 3.10 Teaching activities

It is noticed that (44%) of the learners said that their teachers use games / competition activities. Whereas some others (36%) argued that teachers present lessons through debate /discussions. (14%) of them mentioned that teachers use of activities to practice particular reading writing skills. While a few of them (06%) claimed that teachers choose problem solving activities as an effective activity to develop understanding in literary text.

Section three

Item n˚11: I would like to study literary courses more if our teachers use?

Answering the aforementioned question, Students think that visuals (images and pictures) should be used to present literary courses .Other students stated that teacher have to include his imagination and try to give various examples related to the literary course being presented .while some of them suggested the use of new methods and techniques, also giving more details when explaining difficult information.

Item n°12: I would feel more motivated to study and understand literary courses if our teachers ?

In this last question, most of participants believed that simple language is one of the reasons behind the students' motivation to deal with literary courses . Whereas some of them claimed that the inclusion of games /competition activities could motivate and rise students' attention to participate during literary courses. However ; the rest of students asked teachers to provide them with interesting novels to read , and engage them in discussion to be a part of the lesson.

Conclusion

This chapter presents the methodology and research design used to accomplish this research. It sheds light on the sample population and the different applicable procedures and instruments of collecting data. Moreover, it includes a detailed description of the two instruments (questionnaire and interview), the discussion of The findings resulting from the methodology used are provided in the next chapter.

Chapter Four Results and Discussion

Introduction

Since all the required data are successfully collected by the use of two main instruments, a questionnaire for students and interview for teachers. This part is devoted to the analysis and interpretation of the findings of the essential gathered data. The current chapter is an attempt to discover a set of opinions and perspectives offered by teachers and students concerning the use of the information processing techniques to teach literature in foreign language classes.

4.1. Questionnaire's results and discussion

According to the results of questionnaires, we find that there is an underuse of IPT in teaching literature. In asking students about the strategies mostly used by teachers, (52%) of them said that teachers base their teaching on linking previous knowledge to new one, and (28%) of them stated that teachers tend to repeat new pieces of information. So, according to these statistical results, we can say that teachers use only two information processing techniques in teaching and neglect the other techniques that are of great importance in motivating students and enhancing the understanding of the different components of literary text texts.

In asking students about their teacher's presentation of lesson, most of them (46%) claimed that teachers use direct questions to present new lessons. Accordingly, we can say that teachers give no place in teaching literary courses to the use of visuals, images, videos, and game activities. Despite the importance of the aforementioned activities, teachers do not make them as a part of their teaching strategies. They limit the scope to the use of direct questions to present new lessons.

In examining item n°09 from the questionnaire, we find that (32%) of students said that teachers of literary course rely on the application of calling names during lectures and discussions as well as gestures to emphasize important information. And they forget about the other techniques such as: coming up with great ideas to make learning fun, and plan creative ways to catch the attention.

We remarked that the highest number of students (44%) stated that their teachers use games/competition activity as a preferable IPT. Whereas (06%) answered that their teacher preferred the use of problem solving activities.

4.2. Interview's results and discussions

2.1. Results

Categories	Definition
Attention	Is the act of focusing and processing information from our surroundings.
Repetition	Is a way of telling and retelling information to easily restore.
Encoding	Is an information processing technique that is based on paying attention to information and linking it to previous knowledge.
Retrieval	Is about recalling the stored information from memory.
Priming	Is linking new concepts to previous ones.

- Categories obtained from the analysis -

Interviewing teachers revealed that the majority of teachers use almost the same techniques that they thought of as a beneficial and practical to present and fulfill the main contents of literature.

Teacher n°**01**, 'I present new pieces of information through giving definitions, examples, and analogy or comparison with old pieces (**priming**)'. That is to say, Teaching literary texts often follow a grammatical order, i.e., old information is linked to new information (**encoding**) through making a sort of recalling or remembering (**retrieval**) as warming up.

(**Attention**) is extremely important in the learning process because it motivates students to go through the literary text, reflect on it, think critically, memorize, and arrive to their conclusions. In that, one teacher claims 'I usually use (**repetition**) because it enables students to encode the pieces of information given by the teacher and understand better.'

(**Attention**) is important to a huge extent, because without paying attention students will not be able to learn anything.

(**Repetition**) has a positive effect on student's level, through repetition students continue the progression of acquiring and memorizing new information.

Teacher n°**03**, I always prefer to link between previous and new lessons to create a kind of bridge between previous and new lessons (**encoding**). According to me the first step in enhancing the learning process is attracting the (**attention**) of learners.

Repetition is so important in enhancing and strengthening the process of encoding in the part of FLL because through repetition the information will be easier for them to be coded.

From the previous answers we can notice that teachers are focusing on the inclusion of several techniques and strategies to expose students to a variety of literary texts to improve their understanding and performance during the lecture. Though there are other vital techniques but teachers are relying just on some of them and leave the rest. Taking into account these results, we can notice that there is an underuse of IPT in teaching literary texts in FLC.

4.3. Interpretation of teacher's interview

By designing the teacher's interview, the aim was to get professional perception to the questions raised in the study, and which is more important is to obtain some suggested solutions teachers may offer to help students overcome the difficulties that pave their way in learning literature. The analysis of the teachers interview has revealed many facts on teachers attitudes towards the use of information processing techniques in teaching literature.

We noticed that some teachers are aware about the vital role of the IPT in raising students understanding of literary text. Teachers teach literature using few of the information processing techniques because it is assumed to be the most suitable method that helps in developing the learner's understanding . Moreover, their answers are related to the back ground information that we developed in our study.

An important thing to notice is that our sample (teachers) agreed almost on the same opinion that the information processing techniques should be crucial part in any literature class. And this appears in nearly all the questions. Despite of the importance of IPT in teaching literary texts, teachers limit the presentation of literary courses to few IPT, i.e. they use mostly attention, direct questions and repetition as the main strategies in teaching

literary text and ignore the use of the other information processing techniques (mind mapping, visuals, videos, films, …etc.) that are proven of significant value in developing the understanding of the different elements of literary text.

In answering the question**' what are the different techniques and strategies used by foreign language teachers to facilitate the understanding of literary text?'**, the results revealed that teachers used different techniques like linking between previous and new lessons, attention, direct questions, and repetition to develop the process of learning literature because those information processing techniques have significant role in improving students' abilities to learn literature effectively.

Replying to the question **'to what extent do teachers use the information processing techniques to enhance the learning of new pieces of information in literary courses?'**, the results shows that teachers use the information processing strategies to some extent because they restrict their presentation of literary courses to few IPT and neglect the use of other important techniques for instance (mind mapping, visuals, films, and videos…).

In responding to the question '**do teachers follow the information processing techniques to expose learners to new literary works?**', almost all the teachers agreed on following certain techniques to present new pieces of information because they believed that these techniques are the appropriate way to increase student's familiarity with literary content.

5. Recommendations

Since the information processing techniques are effective, important, and useful in developing the process of teaching literature. Some recommendations are proposed both to teachers and students:

5.1. To teachers

- Teachers should create a good learning environment and a kind of competition between learners during literature courses.

- Teachers have to expose students to a large amount of literary texts.

- Teachers should include a variety of IPT in teaching new components of literature.

- Teachers should encourage students to interact with the different information processing techniques used in the classroom.

5.2. To students

- Students should participate and try to ask the teacher to simplify every single idea in the literary course.

- Students should pay attention while the teacher is presenting the lesson of literature.

- Students have to be familiar with all the information processing techniques applied by the teacher.

- Students should engage themselves properly in any information processing technique.

6. Limitations of the study

The major obstacles encountered in this research is that of the interview, teacher's interview was designed to be distributed to many teachers of literary text, but because of the limited number of teachers of literary courses, it was done just with three of them. Additionally, there was a challenge of hearing and understanding what one of the interviewee was trying to say, but after listening to the audio recorder for many times things started to be easier to understand. Another short coming that is worth mentioning is time, because of the lack of time we couldn't collect sufficient data to accomplish a powerful research. Furthermore, our study limited to the use of two instruments in collecting data

which are a questionnaire and interview though we were planned to use classroom observation, unfortunately the strike stood in our way.

Conclusion

The main concern of this chapter is to give the analysis and discussions of the findings of the essential gathered data. Also to provide inclusive answers to the questions raised at the beginning of the research, by the application of two procedures namely questionnaire and interview, Besides, it shows how these two research instruments are interpreted and analyzed through a combined approach (quantitative and qualitative).

From the analysis of the obtained results, we can say that our hypotheses are positively confirmed.

GENERAL CONCLUSION

Information processing techniques should be integrated in teaching literary texts, because the use of IPT in teaching literature can develop thinking skills(analysis and synthesis). Additionally, IPT improve learners' acquisition and help them to be more creative and evocative in learning literature. The aim of this study is to emphasize on the importance of the information processing techniques in teaching literature and to investigate the effects of applying these strategies in teaching literature.

This research was divided into three chapters, two theoretical and one practical. The first chapter provides the definition of literature, its characteristics, and methods of teaching literature. Whereas, in the second chapter we tried to give an overview of the information processing technique and its main models (principles). It also focuses on the information processing learning theory. While, in the third chapter we illustrate the different procedures and tools of collecting data. and selecting a suitable research design to analyze those data.

After the analysis of both questionnaire and interview we draw a conclusion that teachers use different strategies to teach literary texts. And this would have a positive effect on students and help them recognize how literature is important.

All in all, the objectives of the research were achieved successfully and the hypothesis was proved positively by the use of mixed methods research. Through our data gathering we found that IPT needs to be present in literature classes.

Finally, we end up this research with some suggestions that we wish will help both teachers and students, especially teachers to develop their student's skills through motivational activities and a variety of information processing technique.

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APPENDICES

APPENDIX -1-

STUDENTS' QUESTIONNAIRE

Dear students,

We would be grateful if you could answer the questionnaire appropriately , your questions would be kept accurately undercover and the given answers will be taken into consideration and used for research purposes.

PART ONE Tick the answer that best represents your response/opinion

1. Do you like reading about English literature ?

    ✓ *Yes*

    ✓ *No*

2. Do you read :

    ✓ *Extensively (to understand the general idea)*

    ✓ *Intensively (To look for details)*

3. When you read literary texts, you find difficulty in understanding :

    ✓ *The language of the text.*

    ✓ *The cultural aspects in the text.*

    ✓ *The main theme of the text.*

    ✓ *Others*

Specify……………………………………………………………………………………
……………………………………………………………………………………………
……………………………………………………………………………………………

4. How would you rate your participation in literature courses ?

  ✓ *Very good*

  ✓ *Good*

  ✓ *Not good*

5. When you read literary texts, you find a problem in :

  ✓ *Understanding the main ideas of the text*

  ✓ *Encoding new information*

  ✓ *Recalling (remembering) new information*

PART TWO : Choose the answer that best describes your reaction

1. Our teacher of literary courses helps us in understanding new information through :

  ✓ *Repeting important information.*

  ✓ *Linking new information to previous lessons.*

  ✓ *Using maps, diagrams, and tables.*

  ✓ *Giving examples.*

  ✓ *None of these*

2. I feel motivated to study literary courses because our teacher presents difficult information through :

  ✓ *Different Tasks and various activities*

✓ *Formulating different questions*

✓ *Organising facts and events*

✓ *None of these*

3. Our teacher of literary courses presents the lesson through :

✓ *Games activities*

✓ *Direct questions*

✓ *Visuals(images and pictures)*

✓ *Projectors*

✓ *Using films and videos*

✓ *Non of these*

4. Do your teacher of literary courses :

✓ *Plan creative ways to catch your attention.*

✓ *Come up with great ideas to make learning fun (not boring)*

✓ *Call your names during lectures and discussions.*

✓ *Use gestures to emphasize important information.*

✓ *None of these.*

5. Which of the following activities, do you find useful in helping you to understand literary texts :

✓ *Debates/discussions.*

✓ *Games/competition activities.*

✓ *Activities to practise particular reading writing skills.*

✓ *Problem solving activities.*

PART THREE Complete the following statement

1. *I would like to study literary courses more if our teachers use…………………………………………………………………………………..*

2. *I would feel more motivated to study and understand literary courses if our teachers …………………………………………………………………………………*

Thank you for your collaboration

APPENDIX -2-

Interview schedule

Interview…

Intended duration…

Date…

Interview began…

Location…

Interview finished…

Actual duration

Topic: Teaching literature in foreign language classrooms

Questions	ANSWERS
1. What type of activities do you use in teaching literary texts ? 2. How do you present new pieces of information ? 3. Do you link between previous and new lessons ? How ? 4. How do you attract the attention of your students in classrooms ? 5. To what extent attention is important in enhancing the learning process ? 6. Is repetition important in enhancing the encoding of the information on the part of FLL? How ? 7. Do you use tables, diagrams , maps in presenting literary texts ? How ? Why ? 8. What strategies do you use to help students overcome the different difficulties in reading literary texts ?	

Interviewee n˚ 01

Intended duration: 30 minutes

Date: 15/05/2019

Location: university of Abess Laghrour khenchela (Room c 4)

Actual duration: 30 minutes

Questions	Answers
1. what type of activities do you use in teaching literary texts?	• I use examples and direct questions.
2. How do you present new pieces of information?	• Through simple examples.
3. Do you link between previous and new lessons? How?	• Yes, I do, by asking different questions.
4. How do you attract the attention of your students in classrooms?	• I find the use of diagrams very important in attracting attention of students.
5. To what extent attention is important in enhancing the learning process?	• Attention or attracting the attention of learners is extremely important in enhancing and encouraging the learning process because if students do not pay attention they are not going to

	acquire or learn anything.
6. Is repetition important in enhancing the encoding of the information on the part of FLL? How?	• Of course repetition or repeating especially difficult and new information is so important in enhancing and strengthening the process of encoding in the part of FLL.
7. Do you use tables, diagrams, maps in presenting literary texts? How? Why?	• I tend to use diagrams and maps especially diagrams when I speak about the origin of literary genres and biography of authors.
8. What strategies do you use to help students overcome the different difficulties in reading literary texts?	• The use of tasks and activities represents one of my own strategies that I prefer to use in order to help students overcome their difficulties in reading literary text.

Interviewee n° 02

Intended duration: 30 minutes

Date: 16/05/2019

Location: university of Abess Laghrour khenchela (c 2)

Actual duration: 25 minutes

Questions	Answers
1. What type of activities do you use in teaching literary texts?	• I use multiple tasks: reading literary text, literary analysis, and interpretation according to different approach/ literary criticism.
2. How do present new pieces of information?	• I try to make a small revision about the previous lessons.
3. Do you link between previous and new lessons?	• Yes, I do, through repeating briefly what I have explained in the previous lesson, to help learners retrieve and recall the information for future use.
4. How do you attract the attention of your students in classrooms?	• By asking questions and giving hints.
5. To what extent attention is important in enhancing the learning process?	• To a huge extent, because without paying attention students cannot learn.

6. Is repetition important in enhancing the encoding of the information on the part of FLL? How?	• Repetition has a positive effect on student's level, through repetition students continue the progression of acquiring and memorizing new information.
7. Do you use tables, diagrams, maps in presenting literary texts? How? Why?	• Actually, I use them when I need to present different genres and types of text.
8. What strategies do you use to help students overcome the different difficulties in reading literary texts?	• Using different tasks and activities, simplifying the different items found in the text being analyzed.

Interviewee n°03

Intended duration:30 minutes

Date: 22/05/2019

Location: university of Abess Laghrour Khenchela (c 6)

Actual duration: 30 minutes

Questions	Answers
1. What type of activities do you use in teaching literary texts?	• I use observation , contemplation, and pair group discussions.
2. How do you present new pieces of information?	• Through definitions, examples from literary texts, analogy or comparison with old pieces of information.
3. Do you link between previous and new lessons? How?	• Of course, teaching literary text follows often a grammatical order, i.e. old information is linked to new information through making a sort of recalling, or remembering as warming up.
4. How do you attract the attention of your students in classrooms?	• Thinking out-load about a literary work you have read, forming groups or literature circles, students answer to what they read ,

5. To what extent attention is important in enhancing the learning process?	then debate discussion. • Attention motivates students to go through the literary text, reflect on it, think critically, memorize, arrive to their own conclusions and be active learner.
6. Is repetition important in enhancing the encoding of the information on the part of FLL? How?	• Yes it is, repetition enables students to encode the pieces of information giving by the teacher and understand better.
7. Do you use tables, diagrams, maps in presenting literary texts? How? Why?	• Yes, I do, when presenting models of teaching critical thinking.
8. What strategies do you use to help students overcome the different difficulties in reading literary texts?	• Stressing the importance of literary text as a distinctive discipline of study, choosing literary texts which correspond to the students level.

ملخص

يهدف هذا البحث إلى استطلاع مدى أهمية استخدام تقنية معالجة المعلومات في تدريس المقررات الأدبية لطلاب اللغة الأجنبية، و إلى أي مدى تفيدهم هذه التقنيات في استرجاع و كذا اكتساب معلومات جديدة. و لإثراء هذا البحث تم الاعتماد على ما يسمى أسلوب البحث المختلط ، استنادا على ما تمليه تقارير وسيلتين مختلفتين بدءا بالاستبيان الذي تم توزيعه على خمسين طالبا للسنة الجامعية الثالثة بجامعة عباس لغرور بولاية خنشلة. بالإضافة إلى المقابلات التي تم إجراؤها مع ثلاثة أساتذة ضمن الدورة الأدبية نفسها. و بعد تحليل النتائج المتحصل عليها من مختلف البيانات التي تم جمعها نوعا وكما تشير النتائج إلى إن هناك سوء استخدام واضح لهذه التقنيات. إذ يكشف استبيان الطلاب أن التركيز الأساسي للمعلم يكمن في طرح الأسئلة المباشرة لتقديم دروس جديدة في الأدب. علاوة على ذلك، فان النتائج تظهر أن دور المعلمين و التقنيات المستخدمة خلال المحاضرات الأدبية تعتبر في غاية الأهمية أثناء عملية فهم المكونات المختلفة للنصوص الأدبية.