An Integrative Approach to Teaching Literary Texts to EFL Students: The Case of Second-Year Learners at University of Tlemcen.


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ABSTRACT

The current study purposefully considers why language teachers should use literary texts in the language classroom, and what approach is most appropriate. To meet this end a descriptive study has been carried out in order to examine the effectiveness of the integrative approach to the study of literary texts in EFL classes, aiming at helping our EFL learners develop their proficiency in English and assisting EFL teachers in how to process literature and design activities. It argues that research on teacher professional development could be integrated with validated theoretical models of educational effectiveness approach used to teach literature at university of Tlemcen. Therefore, three research tools are used the Questionnaire, Semi-Structured interview and classroom observation to better cross check dada. The methods and results obtained from the use of the integrative approach, our teacher’s perceptions and the impact of an integrative approach on student achievement were qualitatively and quantitatively analysed. Implications of findings for the use of an integrative approach for improvement purposes are drawn, and then suggestions for research and practice in teacher professional development are provided.
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