





# Dedications

We dedicate this work to our beloved ones, family, friends, and all those who supported us during the working period, and have been the source of power and motivation.

Melissa and Fariza

# Acknowledgments

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## **Abstract**

This study investigates teachers' techniques in the use of the Cognitive Learning Theory in Literature Classes in the Department of English at Mouloud Mammeri University of Tizi – Ouzou . It aims to discover to what extent teachers use these techniques while teaching literary student, and get insights into teachers' way of implementing cognitive strategies to help learners to organize and process information as well. This research relies on models of data processing and its importance in teaching literature, and its application in teaching learning process. The target population of the research was the teachers of literature. To analyze the data collected, we used a mixed- methods approach combining both qualitative and quantitative methods. The data gathered from the open –ended questions of the questionnaire and the classroom observation were analyzed using the qualitative content analysis, by describing and interpreting the teachers' answers, while the close-ended questions of the questionnaires were analyzed using quantitative content analysis. For collecting data (25) questionnaires were distributed to teachers of literature and (12) classroom observations were conducted. The results of this study revealed that all teachers of literature use the cognitive strategies in their class in order to facilitate literature to their learners. Finally, they revealed that students participate and understand their literary text by the techniques of cognitivism by shifting from remembering to understanding the information to analyze, evaluate the content and enhance creativity in their learners.

**Key words :** Cognitivism , Information Processing Model , Learning , Literary text , Reading and writing Skills , Teaching Literature .

## **List of Abbreviations**

EFL: English as Foreign Language

H: Hypothesis

MMUTO: Mouloud Mammeri University of Tizi Ouzou

Q: Question

QCA : Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

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# **General introduction**

## 1. Statement of the Problem

One of the developments in the field of education is the change of its priorities. "To be a good educator, it is essential to be familiar with the communication process. The teacher, who attempts to understand student's emotions, interests, and fears, promotes the activities of the students. As a result, students may increase self-confidence, broaden and strengthen their innate abilities for learning." (Barsran, 1994 cited in Uluget al., 2011: 37). Nowadays, most difficulties are found in the process of learning and teaching because the process consists of the development of new and important skills. In this regard, one of the newest teaching methods is the cognitivist approach. This approach emphasizes the process of "cognitivism" which is a type of learning that is active, constructive, and long-lasting (Simon et al 2001).

The Cognitive Learning Theory engages students in the learning process, teaching them to use their brains more effectively to make connections when learning new things and according to this theory one's capacity to learn and examine stems from the manner one perceives, organizes, stores and retrieves information and it can be applied to any discipline or field especially in the field of Literature. As Fosnot (1996: ) argues: "we again run the risk of short-lived reform unless educators understand the theory behind the practice" (X). Through this theory, teachers provide exciting learning environments, interactions, opportunities, and tasks that foster a deep understanding of the content being taught.

Cognitive strategies for learning can assist in the development of knowledge within an individual mind when they are integrated into educational activities. These strategies can help to construct a schema that accurately represents the information that comprises a particular idea to encode the information in working memory and enhance the meaningfulness of information during its encoding. With the help of this theory the teachers of literature can examine their own beliefs about students and why their students succeed or fail at tasks that they assign, and based upon these analyses teachers can make changes if necessary in the tasks they assign.

Finally, teachers of literature can encourage students to develop learning , by expanding more efforts to attain their goals, help them to take part in the activities and participate more in their literature classroom.

## **2. Aims and Significance of the Significance of the Study**

The overall work aims at investigating the teaching techniques used by EFL teachers to engage their learners to retain and store information , following the cognitive learning theory mainly in literature classes . Moreover , this study is undertaken to investigate the effectiveness of teachers technique to engage literary students to process the information they receive , as how information is encoded into memory . Therefore , the present research would be helpful for EFL teachers by raising their awareness about the importance of using information processing models to engage literary students , and how these models are necessary for establishing an effective teaching and learning environments . In other hand , this study is conducted in order to make literary students enjoy literature , and employ it as a tool to promote literacy and proficiency in the language . Moreover , it assist learners to deal with social , cultural , racial problems in real life situation , and make them conscious of cognitive strategies use.

## **3. Research Questions and Hypotheses**

In order to investigate the teacher techniques in the use of cognitive learning theory in literature classes ,we formulate the following questions :

**Q1:**What are the techniques EFL teachers use to engage literary students in their learning process ?

**Q2:** Do the Cognitive learning Theory raise learners attention and helps them to organize and process information in literature classes?

In order to answer the questions above, the following hypotheses are advanced to predict some possible results :

**H1:**EFL teachers use Cognitive Learning Strategies as repetition , using imagery for memorization , summarizing , and organizing in order to make literary students learn more successfully .

**H2:** Cognitive learning strategies raise learner's attention and help them to organize and process information in literature classes and creating a good classroom atmosphere.

#### **4. Research Techniques and Methodology**

This study adopts a mixed- method approach combining both the qualitative and quantitative methods in order to collect , analyze, and discuss the findings. There search data are collected from the teachers of literature of the Department of English at Mouloud Mammeri University of Tizi- Ouzou . The research data are gathered using a questionnaire and classroom observation .The close- ended questions of the questionnaire are analyzed by using the quantitative method while the checklist of the classroom observation is analyzed using the qualitative Method. The questionnaire and classroom observation are both addressed to teachers of literature to provide in –depth and detailed exploration and knowledge to obtain more reliable data and first hand information about the teachers' techniques in the use of the cognitive learning theory in literature classes.

#### **5. Structure of the Dissertation**

The present dissertation follows the traditional simple model. Which is divided into introduction , four chapters , and a general conclusion. The general introduction provides the statement of the problem , aims and significance of the study, research questions and hypotheses , research techniques and methodology, and the structure of the dissertation. The first chapter is labelled “ the literature review ” discusses the. theoretical framework related to

our research and the main concepts related to it. The second chapter is named "Research Design", it introduces the procedures of data collection and data analysis. The third chapter is called "Presentation of the findings", it is concerned with the results reached after collecting and analyzing the data. The fourth and the last one entitled "Discussion of the findings" discusses and interprets the findings included in the previous section (presentation of the findings) and tries to bring answers to the research questions.

Lastly, the dissertation ends with a general conclusion that provides an overall summary of the important points of the research, and indicates the limitations of the study and make suggestions for further research.



# **Review of the Literature**

## **Introduction**

The current chapter reviews the different concepts which are related to our study . It consists of some sections that shed light on the main concepts and models related to our theoretical framework underpinning our research. This chapter is divided into three main sections. The first section puts emphasis on the learning theories and the background of cognitivism ,and it explains Piaget's theory. The second section introduces the information processing of Miller (1956 ), particularly the theory of data processing and reviews the aspect that are related to this part . The final chapter is concerned with the implication of information processing theory in literature classes , it covers the different techniques and strategies used by teachers in their teaching process.

### **1.The learning theory**

Nowadays, learning theories have a huge impact on the teaching learning process since the learning theory is the theoretical framework that orients or directs someone to understand how someone's learn from any source . According to Driscoll (1994 : 2) “ a learning theory is a fixed of constructs determined and found modifications in overall performance with what needs to bring about in adjustments ” .That is to say , learning theory describes the process and the conditions by which learning occur . Moreover , providing teachers with models to develop the instructional sessions that led to better learning . In addition , Gagne's theory (1978) views learning as “ Learning outcomes are the output of records or facts in the shape and form of human competencies which incorporate verbal records , highbrow of intellectual abilities , cognitive techniques , attitudes , and motor competencies ” . In simple words ; learning is considered as a consequence of any procedure that goes through teaching and learning that contains the student's motivation . Moreover learning outcomes may articulate what students should know , be able to do , or value as a result of taking a program or a course . Yuichiro Anzai and Simon (1979 :86) point out the importance of the learning theory ,and proposed a

principle of the processes that permit learners to learn, examine and study in order to solve the problems related to their learning. On the other hand, Rehalt (2014 :5) claims that “learning patterns emphasize on the system of improving and enhancing the learning capacities of individuals and the learning activities that are stressed in cognitive learning models. Moreover, there are many ways to examine each problem in an accurate and correct way.

## **2. Background of Cognitivism**

The term “cognitivism” has played a dominate role in educational literature for a number of decades. More precisely, it comes as a response to behaviorism. Researchers have argued link Cognitivism with the concept that human beings procedure records in the identical manner that computers system do by following a set of fixed rules. Furthermore cognitivism is a learning theory that came into use in the 1950’s. In simple words; cognitivism examines the mind and the manner it enables to obtains, remember, and save records with current understanding and knowledge.

Jonassen ( 1991 ) has pointed out that gaining knowledge or understanding is not usually concerned with what learners do but with what they understand and recognize and the way they are able to acquire or gather that records. In other words, it means that the real goal is understanding information and how to use it. Furthermore; Schuell (1986) also claims that the cognitive approach focuses on the learner intellectual activities that lead up to a reaction and recognizes the method of intellectual planning, goal sitting and organizational techniques and relating recent information to prior knowledge. Which means that the cognitive theories facilitate learning and understanding things. In fact, the real focus is on changing the learner through encouraging him / her to apply appropriate learning strategies. Shunk ( 1991 ) considers that the cognitive theories are very suitable in explaining simple and complicated varieties of learning That’s they transfer knowledge and understanding to the students in the most efficient, powerful and effective manner. Interestingly ; Thompson, Simonson, and

Hargrave(1992 ) have given another view affirming that behaviorist make a use of feedback to modify the conduct in the desired direction . While cognitivist make use of those feedback (knowledge and results) to guide and correct their intellectual connections. In fact , instruction must be prepared ,sequenced , and presented in a manner that is comprehensible and significant to the novice learner, and the idea is that cognitivism emphasizes retention and recall through the use of quality of teacher practices by asking how the learner activates ,maintains , and directs his/her learning , and examine the learner to determine how to design instruction so that it can be readily assimilated (what are the learner's existing mental structures?).

Stepich and Newby (1988 ) affirm that the cognitive learning theory emphasizes making significant and correct knowledge, assisting learners to arrange and relate new data to present data in memory, and it must be primary based on a student's existing mental structures or schemas to be effective . That is to say, determining the best way to arrange and structure new data to tap the learners previously obtained knowledge, abilities, experiences , and arranging practice with feedback so that the new information is successfully and correctly assimilated and accommodated within the learners cognitive structure.

### **3.Piaget theory of cognitive development**

The most influential theorist in the study of cognitive development was Jean Piaget . According to Piaget (1954) , he believes that “certain ways of thinking that are pretty easy for adult are not easy for a child ” . In other words , it means that when an instructor want to teach a new concept is simply providing to his learners a few basic fundamental data as backgrounds . The concept of Piaget focuses on three important implications : assimilation , accommodation , and equilibration .

According to Pritchard and Wollard (2010 ) assert that assimilation is the gathering, collecting and classifying of recent records . In other words; it means that while you are faced with new records, you understand them with the aid of data processed and discovered

previously. For example ; when a child sees dalmatian dog; than the kid would interpret this data primarily based on his existing mental frameworks and could interpret this information as a result the child label it 'doggy' . While new records are encountered this is added to the existing schema ; so it is assimilated .

The second process is accommodation , Yang(2010) defines accommodation as a system of converting and changing internal structures of understanding that allows to have consistency with outside reality. Simply said , it refers back to the process of taking new facts in ones surroundings and changing present schema or knowledge in order to fit and suit the identical data with the new information . In other words accommodation is the process of editing and adding ideas as a result of recent records for new experiences. For example; a kid might have a schema for birds (flying) and than he sees a plan which additionally flies in the sky but he would not match into his bird schema . However , to make a difference between assimilation and accommodation .Wadsworth ( 1996) claims that assimilation deals with the growth and accommodation deals with the improvement . In the other hand ; Researchers assert that despite both accommodation and assimilation being important in the cognitive development , the learner should make a balance between them . In fact , they usually work collectively side by side in learning .

The last process is Equilibration , it is one of the hypothetical constructs used by Piaget to provide an explanation for a part of his concept of cognitive development; and according to Gallagher (1977 ) Equilibration is the center of Piaget's theory which must be properly pursued . In other words ; it is a way of balancing what we already realize with the new records that we are looking to acquire . In addition , the learning process involves attempting to interpret new records in the framework of present knowledge (assimilation) and making some modifications to things that don't suit with current frameworks (accommodation ) and adjusting existing

schemas or forming new ones in order to alter and regulate a new understanding (equilibration).

In general, in order to hold a balance among making use of previous understanding and changing the conduct to account for new knowledge. Therefore, equilibration enables explaining how children can flow from one level of thought to the next level, as Williams and Burden (2000) point out while we read something for example a novel or a short story, we need first to regulate what we already realize and know about the language (vocabulary) through the process of accommodation, in order to suit the accurate data into our present knowledge by the process of assimilation. Therefore, we can say that the three processes are interrelated with each other; simply said they maintain and complete each other.

### **3. Theory of Data Processing**

Theory of data processing is a theory based on Cognitive approach, it was mainly put forth by Miller (1956), who grounded the work of Tolman's (1886-1959) claims that learning is an inner and complex system that arise in combination with a few intellectual processes. That is to say, theory of data processing emphasizes and describes how learners rely on information, then encode it into their memories correctly and fluently. Moreover, it is simply defined as data that goes and stored in the memory and the way it is retrieved in case of need. Miller's theory of data processing accepts information as a primary method of learning that arises and occurs in human memory device by beginning to receive stimulus coming from outside via sense organs, by going on with describing and storing the stimulus that may be used. Which means that, theory of data processing focuses on mental processes as attention, perception, repetition, coding and retrieving that assist the fast and rapid jump of data from one memory to another.

#### 4.1. Model of Data Processing

The term model of data processing was especially grounded on the art work of Tolman's (1886-1959) and by whom Miller was influenced, and Miller's model of data processing could be considered as being just like to Tolman's work. In fact, it is composed of three main elements of processing information. They are as follows:

- a) **Information Stores** : it refers to the places where information is stored, and it is composed of three different types of memory : the sensory memory (the stimuli received and obtained through sensory organs), short term memory (how information is transferred to our system memory through attention and perception), and the long term memory( where data turned into behavior and transferred to make a meaningful coding).
- b) **Cognitive Processes** : it refers to the mental activities that hold the rapid or speedy framping of the records ( data) from one memory to another. These are composed of techniques such as attention, perception, repetition, coding, and retrieving.
- c) **Cognitive Information** : it refers back to cognitive skills, or knowledge that maintains learners ability to learn and acquire factual information, mainly it is the kind of knowledge that can easily be tasted in teaching process.

#### 5. Atkinson and Shiffrin's Stage Theory Model (1968)

According to Atkinson and Shiffrin (1968) " the intellectual activities associated with acquiring, processing, storing, and retrieving records probably be linked and connected to the computer functions". From the above quotation, we can understand that the degree of this theory emphasized on how records are stored in memory and it is able to take into consideration the ones of the PC or computer system. In addition, human memory consist of three distinctive types of memory which are sensory memory, short term memory, and long term memory. In this regard Atkinson and Shiffrin (1968) introduced three main memories:

- a. Sensory memory :** it is considered as the significant structure that is capable of collecting and acquiring anything detected through our five senses . Moreover , in this type of memory the stimuli received through sensory organs . Kandrakis . et al (2008) argue that sensory memory is a brief memory , or a mental representation of how environment event look , smell , feel , sound , and also taste . Moreover , sensory memory can not attend to all information in the surrounding environment , and it filters out what appears or seems inappropriate or irrelevant , and sends the important ones to the short term memory .
- b. Short term memory :** According to Atkinson , et al ( 1968) “ as soon as records reaches than it will enter to the short- term memory”. That is to say, once information reaches the working memory it will not last long . Hence , data could be saved for up to twenty minutes , if it is far repeated (maintenance rehearsal) . Furthermore , if the records isn’t actively processed in some way , these items will be lost within fifteen to thirty seconds . In the other hand ; unless students do something with records that enters in short term memory , it may likely be quick lost .
- c. Long- term memory:** For Atkinson , et al (1968) “ long term memory is the everlasting store house for facts ” . Therefore , long term memory capacities is a thought or concept to be limitless, and it is a distinctive kind of facts that are prepared, encoded and organized in it . In this regard, Atkinson and Shiffrin (1968) proposed two types of information to be encoded, evolved and prepared in long term memory. They are as follows :
- **Declarative information:** It refers back to the sort of data that may be discussed , as thoughts , concepts , facts ( semantic memory), and private or personal experiences (episodic memory).
  - **Procedural information:** it refers to information approximately the way to do something like for example, how to pressure a vehicle so it has to do with mental imagery.

## 6 .Stage of information processing theory

Atkinson and Shiffrin's stage theory (1968) is considered to be the maximum or highest influential , and extensively used version of data Processing . It is considered as being the primary outline in which distinctive models are built ; So that additional models were installed to increase , extend and expand it . In this regard , two models were built and they are as followed :

### 6. 1. Griak and Lockhart's level of processing Model (1973)

It was created by Graik and Lockhart in 1973 ; the main principles of this model is that learners are able to process and access information in their long –term memory , and they will be affected by how much these information was elaborated upon . Therefore elaboration is the process of giving or making information meaningful as possible ,so it is much more likely to be remembered . Moreover , learners process information with different levels of elaboration that will make the data more or less likely to be remembered and retrieved . For Craik and Lockhart (1973 : 48) “ memory is absolutely what takes place due to processing information” . In the other hand , there is no clear distinction between the short and the long – term memory . Hence , memory is made of the intensity of processing information ,so we could deduce that this theory concentrates and emphasizes in the process involved in memory . Graik and Lockhart (1973) distinguish between three ways of processing information , namely shallow processing, deep processing, and semantic processing that are considered to be the point of interests for processing information :

- a) **Shallow processing:** it is in two types ; the structural processing ,and the phonemic processing. The structural processing deals with the appearance (when we encode most effective physical features of something as how the letters look) . In contrast, the phonemic processing it is when we encode its sounds; so the phonemic processing shapes

maintenance rehearsal in the sense that repetition is done to assist learners keep something in their short-term memory.

**b) Deep processing :** it refers to elaboration rehearsal through including extra significant and meaningful evaluation as images, thinking, associations... etc of records and ends in to be in higher recall . For example, linking words or phrases with preceding knowledge to get a new and significant sentence.

**c) Semantic processing :** it when we encode the meaning of the word and relate it to different words similarly in meaning. Collins and Loftus (1975 ) has pressured crucial importance of the semantic processing and its function and position which might be implemented to an extensive variety of new experimental results.

## **6.2. Parallel distributed processing Model and connectionist model (Rumelhart and McClelland's 1986)**

The parallel –distributed processing model and connectionist model are different from Atkinson and Shiffrin's model in terms of the manner information are processed . Rumelhart and McClelland have found their version on a precursor to connectionism , and also they have proposed that information is processed via an aggregate combination of more than one components of the memory device on the identical time . According to Rumelhart and McClelland (1986) “ information are saved in diverse places through a network .”That is to say , these models are computational version factors of human perception , conduct , and cognition . Additionally , the learning process or system is simply blended or combined of conduct , storage, and retrieval of data from memory. Thus , McClelland . et al (1986) have viewed that humans are clever and extra innovative than machines , even they virtually are not faster than that . Furthermore, they highly understand gadgets and objects . The idea is that humans have a higher knowledge and understanding of language in its distinctive context and fields .

Hence people are the best in learning to do various things more correctly accurately and fluently through processing experience .

## **7 . Information processing theory in education**

Information Processing theory in a manner or another has an essential significance especially in the system of training and education namely in teaching and learning method . EFL teachers and instructors are requested to offer to their learners new curricula and new teaching strategies and materials . Moreover, teachers are directed to put and prepare learners for being fluent to attain and gain competency. In addition to this, information processing version offer instructors to be greater engaged in EFL teaching and learning process as well .

Fundamental theoretical ideas and concepts of interests , active learning meaningfulness organization , increase arrange of memory aids and so on and so far , that lets students to use and apply their creativity . According to Gagne (1985 : 263) “ Attention information that is not always tried or attempted to does not input to the data processing system” . The concept is that learning can't occur or happen successfully without a student's interests or attention involved in the task at hand . Thus , information processing theory is perceived as an essential factor within education . Klausmeir (1985 : 268 ) argues that “both powerful and effective motivational, and classroom control capabilities are essential ”. In other words, Biehler and Snoumam (1986) asserts that teachers ought to create fixed techniques and strategies in order to entice , attract and try to get student's attention . In the other hand , Glover , et al (1983) claim that active learning research has proven simply and surely that students examine and learn better while they are actively involved in the learning process. In the other hand , students powerful and effective learning occurs s while they are actively engaged in their study .

## **8.The impact of information processing theory in learning and teaching**

During the past decade, cognitive psychologists have received an increased knowledge and understanding of the way human beings think and learn. Indeed, it could be attributed of a theoretical framework referred to as the information processing model of human memory, which is a technique that explains how data are transferred and encoded into memory, thinking about how thoughts or minds work like a computer. Learning is what occurs when our brains acquire, prepare and save data; as the student takes facts, that fact is first briefly saved as sensory storage, then moved to the short-term or working memory.

There are a number of ways in which information processing can be implemented in a classroom. However, the teacher who is aware of the principles of this theory can easily alternate his/her teaching and learning setting in order to facilitate the learning. Thus, learners are usually learning and making use of memory process that allow to save the records being provided by the teacher, and retrieving the information required for the lesson. However; a great way for teachers to practice the information processing skills of their learners is to test and check their focus, information gathering, remembering, and organizing abilities.

Teachers need to create a set of strategies to draw and maintain student attention through moving around the room using gestures, writing on the board and asking them questions. Hence, without student's attention, learning can not occur. Thus learning process is exemplified by the humorous paraphrasing of an old adage by Rothkopf "you could lead a horse to water, but the only water that gets into his stomach is what he drinks. (1970: p325).

A number of factors effect how we process things in our working memory, these includes our individual cognitive abilities, attention is an essential factor because it selects the data which becomes available to memory; it means that we can't make material meaningful, if we don't get it in the first place. Furthermore, if teachers need to transfer an idea or information from short-term memory into long-term memory storage, the teacher must repeat

more than once . Repeating records in different formats verbal and written to encode new data into the long-term memory and represent the information more than once in different terms. The theory of information processing differs from other cognitive theories . According to Berliner (1985) information processing consists of novice learners that easily activate to process , save and remember records from the long –term memory .That is to say teaching entails assisting learners to expand , develop , apply and practice records abilities systematically in analyzing and studying the curriculum .

According to Gagne (1977 ) , he maintains that different humans learn , store, and record information in distinctive ways , and this concept is a reflection of their cognitive strategies . This means that we have got the capacity to persuade and influence every stage of the system , enhance our capacity to recognize and memorize data which we may need later. As for example ; when the student might refer to previous literature exams paper to find out what questions have been asked in the past ; then this will help the student to identify what information you will need to know; after that you will then read your notes or consult articles or books and take notes, then the student will memorize the information and then use a particular technique to do so . As a result , they are applying their cognitive strategies when studying for an exam. While getting to know or learning something , it is important that they understand what they are getting to learn ,what do they want to be able to do with the information or skill we are learning, and ensuring that they understand when , how , and why to use the information .

Information processing theory impacts learning and teaching in a positive way. In addition , teachers have to make sure that learners are given the opportunity to apply the records in practical activities, they are inspired to question their acceptance and understanding required and learned . Gagne et al. (1993 ) while we try to realize , memorize and retrieve data stimulation from our surrounding , the receptions of all the data from the surroundings is

transferred to the short –term memory for both filtering out an important background records and attending to important records by the process of selective perception. So different learners might remember various things after studying , reading the same book seeing the identical film or taking notes of the identical lecture .

With the aid of using information processing theory , teachers can assist their learners to encode data for easy retrieval by supplying to the learner with the data already coded in the form of graphs, table to easily remember . Finally , teachers ought to incorporate various strategies into their teaching in order to enhance students motivation, selective perception , understanding , encoding , retrievals and problem solving.

### **9. Applying cognitivism in teaching literature**

In the context of teaching English as a Foreign Language (TEFL) teaching literature at university has always been controversial and questionable . Thus ; the process of designing a powerful and efficient instruction for learners is an assignment to all teachers. Indeed cognitive learning theory is widely used in education and teaching processes, it engages students in the learning processes and teach them to think more effectively when learning new things. Brands (1986:p12) “ learning what is significant and applicable relies upon in part on what is taught and in part on how it is far to be taught”. It means that if teaching literature fails to achieve its desires , it is far simply the fault of approaches and techniques utilized by teachers and educators to teach the subject .

As mentioned above, teachers determine the appropriate methods and techniques taking into consideration the desire of their students. . In fact , teachers of literature are always in a search of effective techniques and approaches in teaching literature and they are recommended to create an enjoyable learning environment by developing a series of activities and attract their learners attention by using both Piaget and information processing theory.

Simply , Students can go through the plot, setting, characters , and the story learnt easily. In other words , the teacher must assist their students to enhance long term memory and to increase a more effective memory with various strategies as for example : discussing new vocabulary , understanding the content of the text, describing the characters, interpreting their interactions and trying to understand the authors point of view and so on . Therefore , this concept enables students to pay attention into the way the language is used when studying literature and teachers need to recognize how their students learn so that they can introduce cognitive approach . Since literature is a reading centered activity , teachers should encourage their learners to read and give them opportunities to select their novels and poems this will then increase the students vocabulary growth and grammar to improve their reading skills .

In terms of writing , there is an interesting observation made by Akyel and Yalcin ( 1990) which states that students have difficulties overcoming the gap between their own level of developed cognitive abilities and the ability to put their thoughts on paper, they believe the causes of these issues could lie in the type or lack of activities , this means that teachers need to ask their students to write short paragraphs to expose what they most enjoyed in the story , or to write down a list of characters and events or may be writing short summaries about the significant event or plot. . Furthermore , when teachers give the chance to their students to write summaries or personal essays they will increase their word usage and then students will use the acquired vocabulary in their own writing .

In a traditional classroom, students wait for the teacher to offer the correct and suitable records , which is then strengthened by a text book . But in actual literature class , learning is accomplished and done through practice , repetition and reinforcement of accurate solutions or answers , abilities to be mastered , goals to be met , and assessment to be evaluated . As for example at the beginning of the lecture , the teacher gives the introduction accompanied by a presentation of slides, he introduces the theory including his works and some interesting facts

from his personal life , then he introduces the novel where he offers the records about the plot and the main themes, the surroundings or background of the story and its characters , and then asks his students to read the initial reading and after that he will ask them to discover and give an explanation of some figurative languages of the poem, finding the tone and the message or relating the text to personal experience.

In sum up , the use of cognitivism in contemporary teaching literature has many benefits, it facilitates students identification of emotions of the characters so they can learn how others cope with conditions and problems similar to their own experiences by stimulating their imagination , enable them to master the skills that will enable them to acquire data by combining the preceding and new understanding and knowledge . In addition , it gives to students the possibility to make use of their creativity and enhance their critical thinking by making students familiar with figures of speech due to their being a part of daily language use and observing how characters in a play or short story use figures of speech such as metaphor , similie and so on . Hence , students will learn how to write, speak read and think more clearly, creatively , and powerfully .

## **CONCLUSION**

This chapter has reviewed notions and concepts that are essential to conduct this study. It first introduced learning theories and the main elements related to it . Then, it has presented the background of the cognitive theory , the theory of Piaget , and the aspects that are related to this part. Furthermore, the second part was about the information processing theory Atkinson and Shiffrin's (1968) and the aspects related that are in relation to this theory. Moreover, the third part was about the information processing theory in education and its impact on learning and teaching , and how to apply cognitivism in teaching literature.



# **Research Design and Methodology**

## **Research Design and Methodology**

### **Introduction**

This section is methodological. It deals with the research design of the present study. It describes the teachers techniques in the use of the Cognitive learning theory in literature classes . The aim of the study is to gain a better understanding of how successful teachers manage their classroom . The participants involve in our study are the teachers of literature of the Department of English at MMUTO. The chapter consist of two parts , the first section provides information about the context and the participants . Furthermore , it highlights the instruments used for the data collection , namely “the questionnaire” handed to teachers and a classroom observation. The second section depicts in details the methods of data analysis of the research , using statistical package for social sciences (SSPSS) and the qualitative content analysis(QCA) .

### **1.Procedures of data collection**

#### **1.1. Context of the study and Population Sample**

The investigation takes place at Mouloud Mammeri University of Tizi-Ouzou in the Department of English . The target population is made of teachers of English Department in the course of 2021/2022 who were selected randomly to be the focus in this research . Therefore, we have distributed twenty five questionnaires (25) for teachers , and we have made a number of twelve (12) classroom observation to collect data about teachers and students interaction in the classroom , for obtaining adequate information and better understanding of the issue .

#### **1.2.Research methods**

To carry out our investigation, a mixed method has been adopted .This method combines both quantitative and qualitative research tools for data collection and data analysis . As it is indicated above , two procedures are used for data collection , the quantitative data are collected from close – ended questions of the questionnaire which is presented statistically using percentages , pie charts, and tables . The qualitative data which are collected from open –ended

questions aims to obtain data about classroom practices which are analyzed through qualitative content analysis (QCA) method . Moreover , this technique allows the researcher to transform a large amount of words and texts into conversed and broad categories about the topic being investigated , and categorize the teachers' answers about the subject matter .

### **1. 3.Data collection Tools**

In order to collect data for our research, we have opted for the use of two main research tools: We have designed a questionnaire of (14 ) items administered to 25 teachers of literature and 12 classroom observation of (9 ) items.

#### **The Questionnaire**

The Questionnaire is a data collection , which consist of a series of questions about a particular issue . In other words , it is a research tool which is used by researchers to gather information needed from the answers of the respondents . According to Richards ((2001:61) “questionnaires are particularly easy to prepare . They can be used for a large number of subjects and they obtain records that are relatively easy to tabulate and analyze” . In simple way , it is an instrument used to collect and record information about a particular issue including a list of questions . The questionnaire is perhaps the most widely used data collection tool for obtaining evidence and information on the research work , and for collecting the appropriate data .

The questionnaire is addressed to twenty five (25) teachers , it starts with a brief introduction which explains the importance and the aim behind the study for the participants (teachers) . It is made up of the fourteen (14 ) questions which are divided into three types ; close , open –ended, and multiple choice questions . It consist of two sections , the first section is about background information of the teachers of literature related to their age degree , and experience . The second section is about teaching literature and teachers techniques in the use of cognitive learning theory in literature class .

### **1.3.1. Description of Classroom Observation**

Observation is a research tool used to examine people in natural settings . According to Bell (2005: 194) “ classroom observation is a technique that can regularly reveal characteristics of groups or of individuals which would have been not possible to find out through using different means .” That is to say, classroom observations offers us data from setting , observing the teachers and students behaviors . Hence , observations are strategies of collecting data which involve the researcher immersing himself or herself in research setting and systematically observing dimensions setting , interactions , relationships , actions , events, and so on . Moreover, it is due to classroom observation we can describe a given situation through interpreting the behaviors into a written form . So, our observation started on 28<sup>th</sup> May 2022 and ended on 11<sup>th</sup> June , 2022 (12 sessions). We have made a checklist in order to observe the different behaviors of learners as well as teacher’s methods and strategies used when teaching literary students. Our checklist contains (9) items, the items are mainly related to teachers techniques in the use of cognitive learning theory in literature classes.

## **2. Data Analysis Procedures**

To analyze the data collected from the questionnaire and the classroom observation, we have used the qualitative and quantitative methods . The data gathered from the open – ended questions of the questionnaire and the classroom observation are analyzed using the quantitative analysis.

### **2.1. Description of the qualitative content analysis ( QCA**

The qualitative content analysis (QCA) is a method that we used in our investigation to interpret and to analyze our topic. It is defined by Hsieh and Shannon (2005:1278) as a “research method for subjective interpretation of the content of the text data through systematic classification process of coding and identifying themes or patterns”. That is to say it is used to gather the soft data obtained from the participants, classify them into categories and it aims to

explore and investigating issues because very little is known about the problem. Moreover , QSA allows the researcher to transform a large ideas into abroad and condensed categories about the topic being explored .

## **2.2. Description of the quantitative content analysis**

The main principle of this method is the quantification of data obtained in this research to analyze the close –ended questions of the questionnaire a computer program named StatisticalPackage for the Social Sciences (SPSS) have been used . It is defined as a “general statistical software tailored to the needs of social scientists and the general public ”.(Blumenthal , 2010) . We have used it for the analysis of the numerical data provided by studying the sample of English literature teachers teaching techniques . Furthermore, this computer program helps to analyze statistical data and organizing them into tables , diagrams and pie charts.

## **Conclusion**

The purpose of this chapter is to describe the research design and methodology used for our study . It describes the different research instruments used to collect the data and the explanation of the tools used to analyze them . A qualitative content analysis has been adopted to interpret the data gathered from the open –ended questions of the questionnaire the classroom observation and a quantitative analysis has been used to analyze the data gathered from the close – ended questions of the questionnaire . Moreover , this chapter provides information about the setting and the participants involved in the study .

# **Presentation of the findings**

## **Presentation of the findings**

This chapter is concerned with the empirical part of our research . It represents the results obtained from both the questionnaire administrated to twenty five (25) teachers in the Department of English at Mouloud Mammeri University of Tizi –Ouzou and a twelve (12) classroom observation .It aims to determine the teachers techniques in the use of the cognitive learning theory in literature classes. For the sake of organization , the results are presented in percentages , pie charts , and tables .This chapter is divided into two sections ; the first section is devoted to the presentation of the results of the questionnaire , the second one presents the results obtained from the classroom observation session.

### **1. Presentation of the questionnaire results**

#### **1.1 . Section one: identification of the respondents**

This section has to do with teachers’ personal information in relation to the age, degree and years of experience.

##### **Q 01 :Age**

<b>Age</b>	<b>25-35</b>	<b>35-45</b>	<b>45-65</b>
<b>N</b>	3	12	10
<b>%</b>	15%	50%	35%

**Table 01: Teachers’ age**

This question is about teachers’ age .This varies between 35-45 years old (50%). We have just 35% who are between 45-65 years old, and only three teachers representing 15% are between 25-35.

##### **Q 02 :What is your degree ?**

<b>Degree</b>	<b>Master</b>	<b>PHD</b>
<b>N</b>	8	17
<b>%</b>	25%	75%

**Table 02: Teachers’ degree**

This question aims to collect information about the degree of teachers of the English Departement at Mouloud Mammeri of Tizi-Ouzou. 75% of the participants have PHD degree and only 25% of them have master degree.

**Q 03 :How long have you been teaching English ?**

<b>Number of teachers</b>	7	3	4	5	3	3
<b>Years of experience</b>	18	5	8	3	12	1
<b>Percentage %</b>	28%	12%	16%	20%	12%	12%

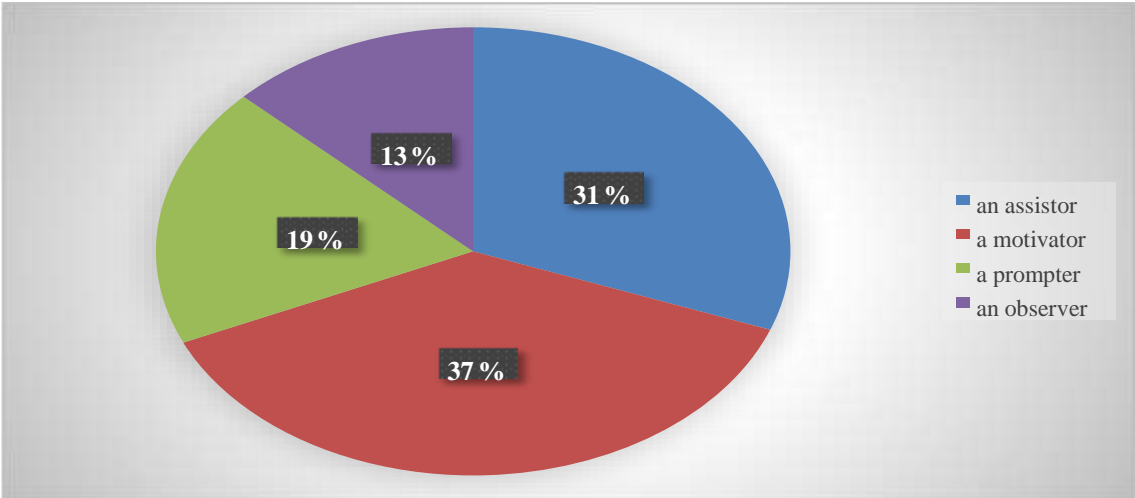
**Table 03: Teacher’s experience**

This table shows that a high percentage of teachers (28%) have been teaching English for 18 years . 12% of them are in this domain for 12 years . 12% of teachers have started teaching the last year and another 12% have 5 years of experience .20% of the respondents have answered that they have 3years of experience , and 16% have answered that they have been in this domain for 8 years.

**1.2 Section two: Teaching Literature**

**Q 04 : Do you consider yourself**

- a. As a motivator
- b. As an observer
- c. As a prompter
- d. As an assistor



**Diagram 01 : Teachers ‘role in the classroom**

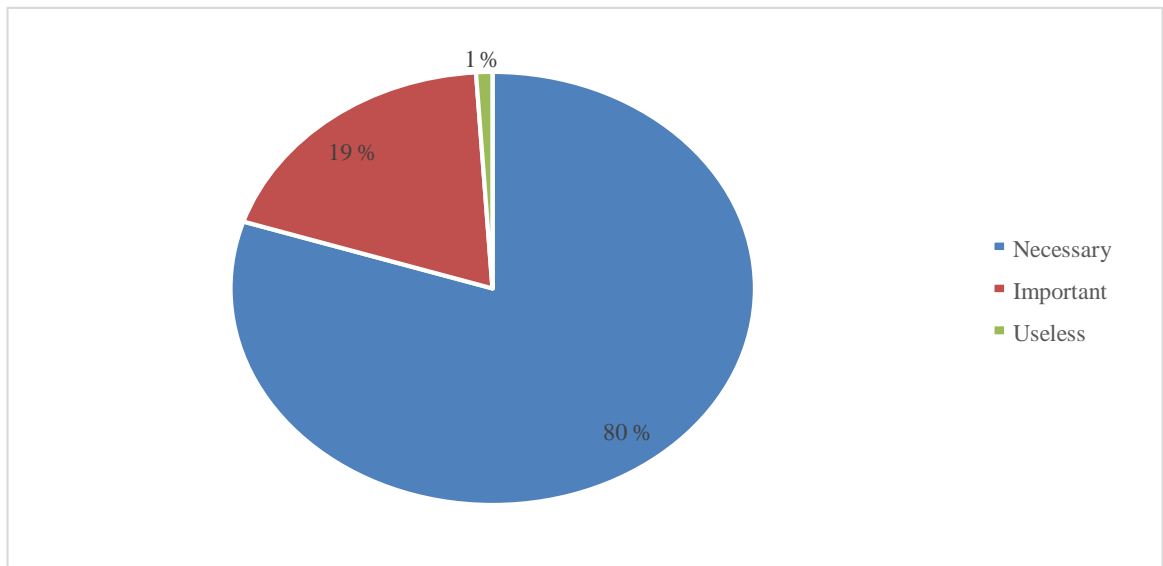
As we can notice, (37%) of teachers see themselves as being motivators, (31%) of them say that they see themselves as assistors while (19%) of teachers consider themselves as prompters. But only (13%) of teachers have answered “an observer”.

**Q05** : How do you consider the announcement of giving a feedback to your students in your literature classes ?( explain)

a. Necessary

b. Important

c. Useless



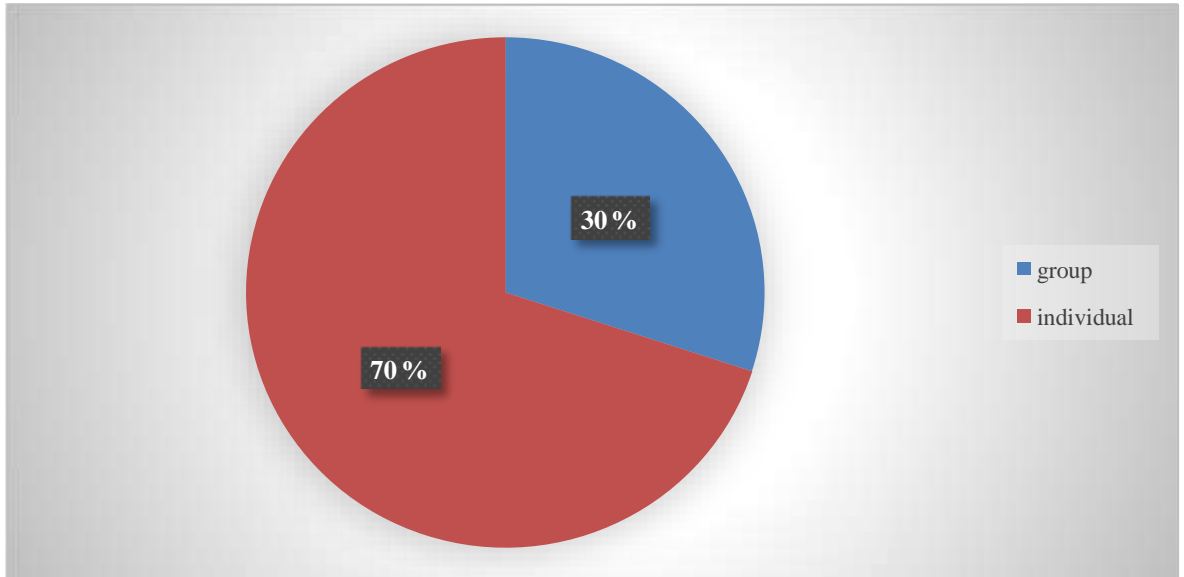
**Diagram02 : The announcement of giving a feedback**

From the results, (80%) of teachers consider the announcement of giving feedback to their learners is necessary because they consider feedback as a part of the learning process simply said it is a part of the course. Yet, (19%) of the respondents see that is important and only (1%) have answered useless”.

**Q06 :** When you teach literature, do you prefer to work in groups or individuals when doing activities? ( justify)

a. Group

b. individual



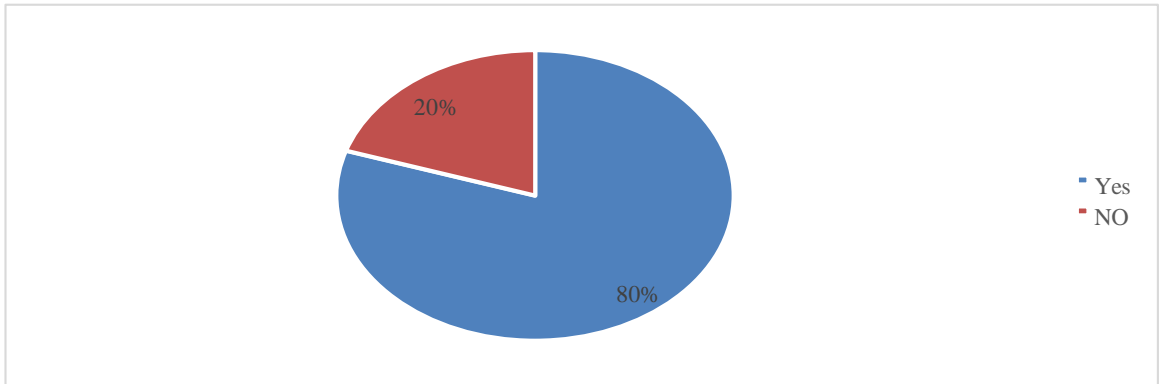
**Diagram03 : Working with groups or individuals**

This question is about teachers' views about working with individuals or groups. The findings reveal that (70%)of teachers prefer to work individually because they consider individual work is more beneficial for the student than the group work as it allows students to develop personal opinion and to reinforce their critical spirit. Only (30%) prefer to work with groups because they see that student when they work in groups knowledge and experiences will be shared and they add that some activities need individual answers, whereas other require group work .

**Q07** : Do you provide to your students the opportunity to choose their novels and poems to improve their reading skills?

a. Yes

b. No



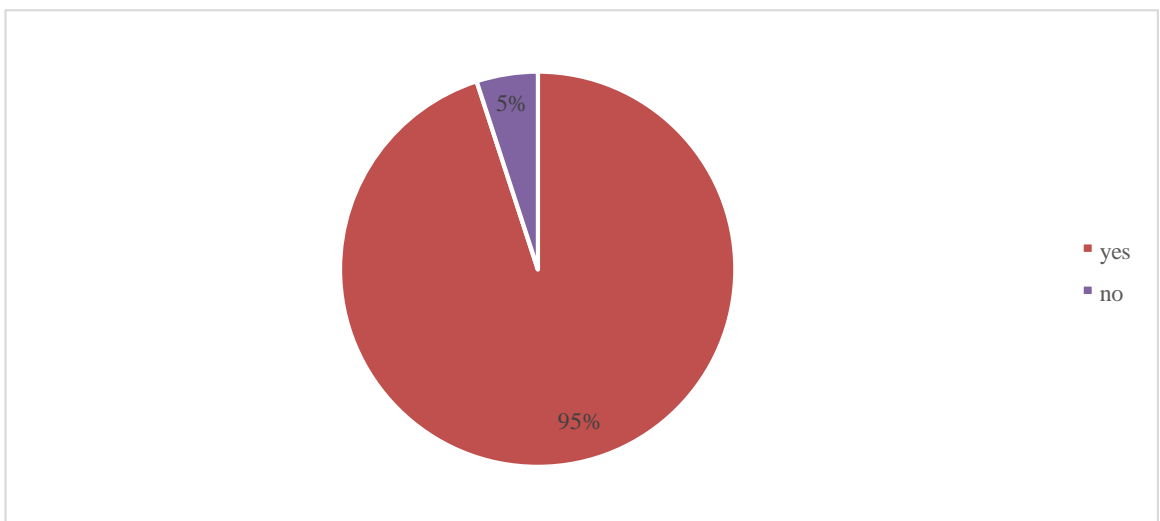
**Diagram04 : Improving students reading skills by giving the opportunity to choose their novels and poems.**

As it is demonstrated in the pie chart. (80%) of teachers give the opportunity to their literary students to choose their novels and poems insisting that it is an encouragement to improve their reading skills .Yet, only (20%) of them do not force them .

**Q08** : Do you provide to your learners an introduction about the author and some of his famous works?(justify)

a. Yes

b. No



**Diagram 05:Providing an introduction about the author and some of his famous works.**

As it is shown in this pie chart, (95%) of teachers provide a short introduction of the author including his works in order to familiarize the student with the author works ,to stimulate further reading, and to put the novel in its historical and social context as well as the different movements that influenced the writer because context is very important to understand literary works . But only (5%) of teachers don't do that .

**Q09 :**To which extent do you agree or disagree with the statement” not all students process information or learn in the same way.”

- a. Strongly agree
- b. Agree
- c. Strongly disagree
- d. Disagree

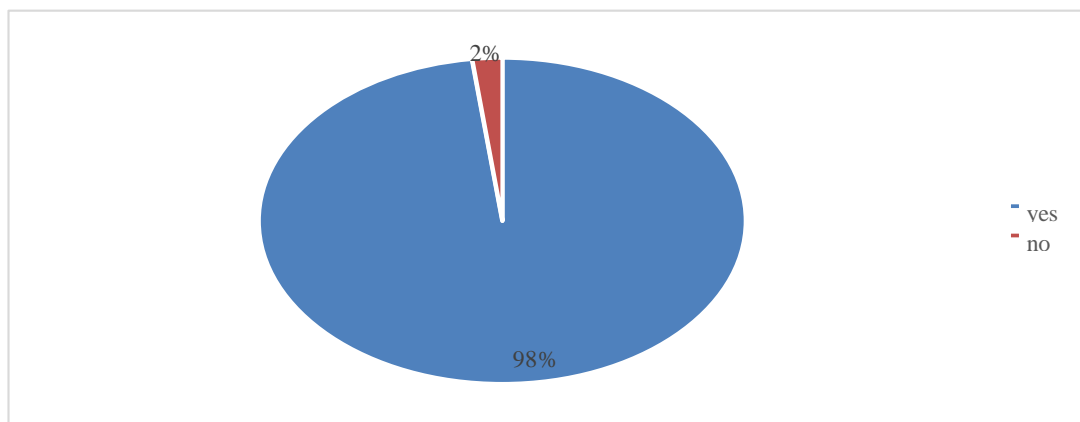
	Strongly agree	agree	Strongly disagree	disagree	Total
<b>Participants</b>	23	2	0	0	25%
<b>%</b>	90%	10%	0%	0%	100%

**Table 04 : Not all student process information in the same way.**

This table shows that the majority of teachers ;either strongly agree or agree(90%+10%) with the statement that not all students learn in the same way.

**Q10 :** In your literature classroom, do you ask your literary students to recognize elements in a story such as characters, setting..?

- a. Yes
- b. No

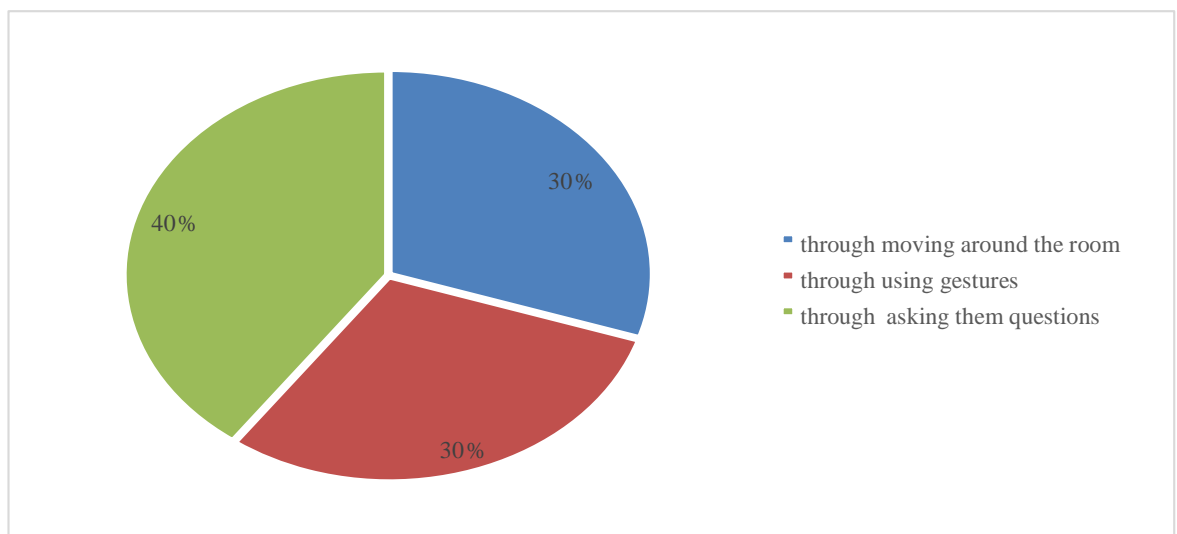


**Diagram 06 :Asking literary students to recognize elements in a story.**

The results in the diagram above reveal that most of teachers (98%) ask their students to recognize characters, setting.....etc in a story in their literature class . However, (2%) of them do not ask .

**Q11 :** According to you, how do you maintain your students attention?

- a. Through moving around the room
- b. Through using gestures
- c. Through asking them questions



**Diagram 07 : Maintaining students attention.**

Most of the respondents,(40%) believe that to maintain students attention in a literature class is through asking them questions relating to the course . But others believe that to maintain literary students attention is both through moving around the room and using gestures in a literature classes.

**Q12 :** To which extent do you agree or disagree with this statement ”the teacher should take into consideration that diversity of students is a factor because they are expected to create a proper atmosphere to achieve students needs before making plans of their teaching method and assessment”.

a. Strongly agree

b. Agree

c. Strongly disagree

d. Disagree

	Strongly agree	Agree	Strongly disagree	Disagree	total
Participants	19	6	0	0	25
%	85%	15%	0%	0%	100%

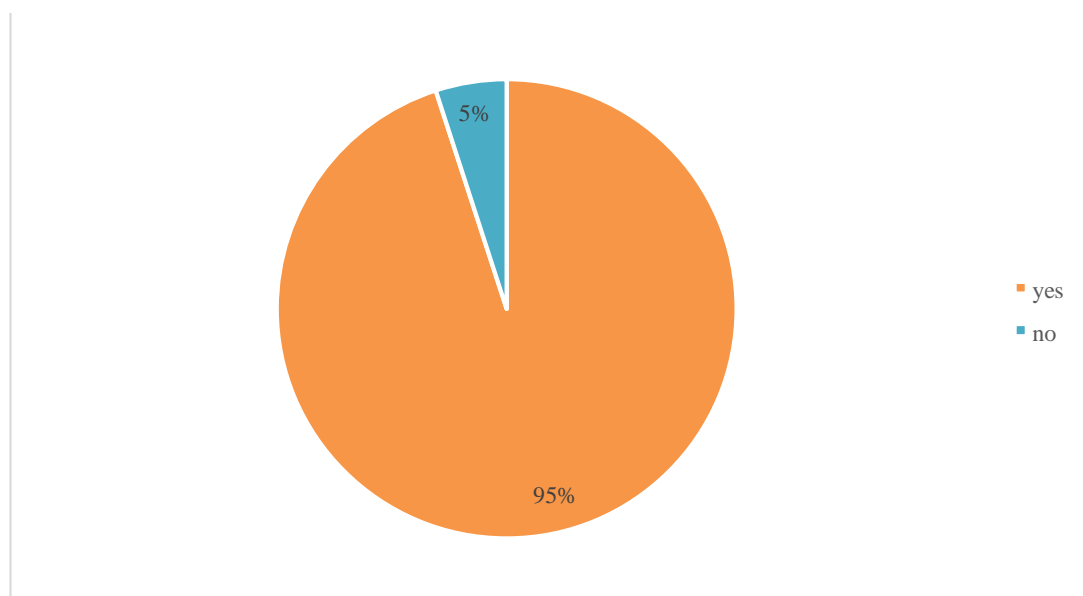
**Table 05 : Teachers take into consideration the diversity of their students before making plans of their teaching.**

The table above shows that the vast majority; either strongly agree or agree (85%+15%) with the statement that teachers need to take into consideration that diversity of students is a factor because they are expected a proper atmosphere to achieve students needs before making plans of their teaching method and assessment.

**Q13:** Do you use reading strategies such as skimming and scanning to help your learners find out the required information in literary text?

a. Yes

b. No

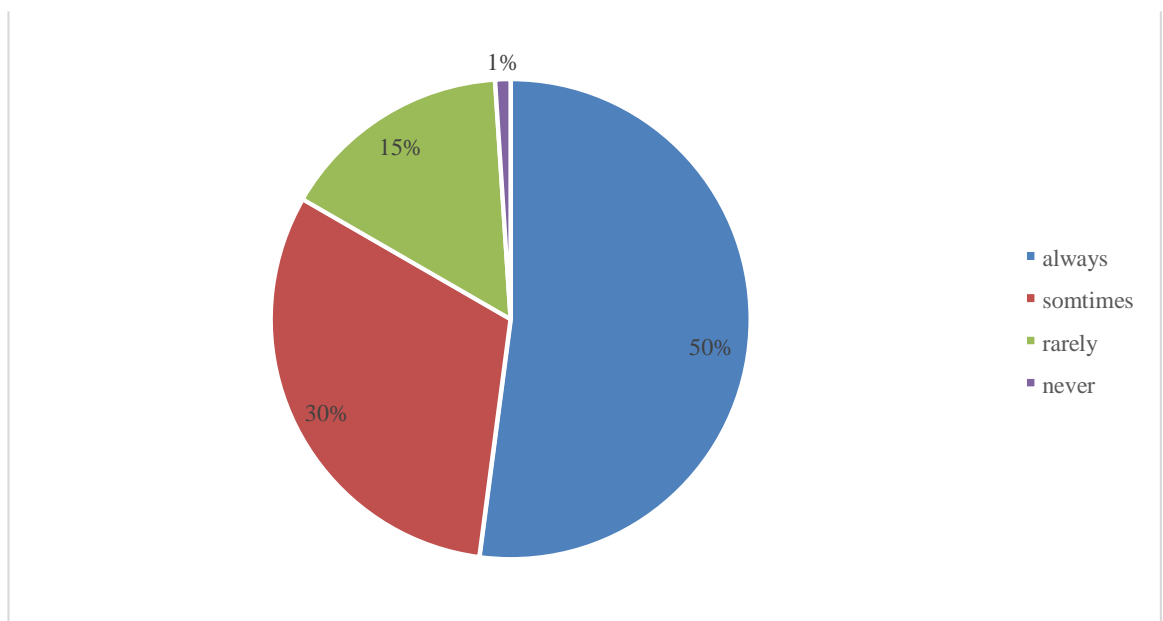


**Diagram 08 : Reading strategies in literary text.**

A majority of teachers (95%) say that they use reading techniques to help their learners find out the required information in literary text. In contrast , (5%) of them do not use skimming and scanning strategies.

**Q14:** How often do you ask your students to track and rehears words , phrases , or images in a story in your literature classes?

- a. Always
- b. Sometimes
- c. Rarely
- d. Never

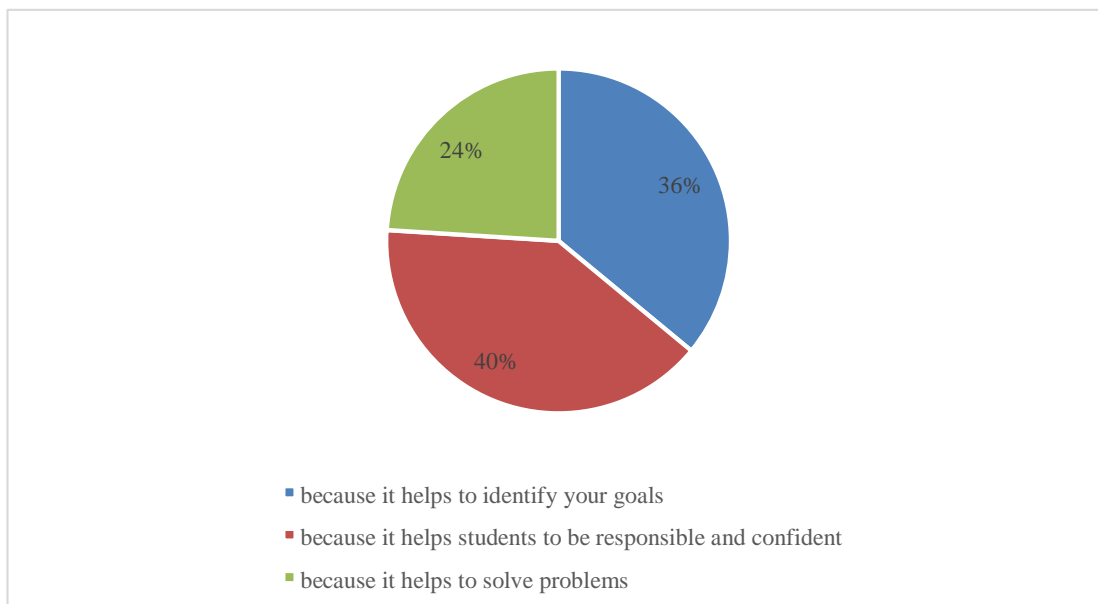


**Diagram09 : Frequency of attracting and rehearsing in literature classes.**

According to this diagram, (50%) of teachers always ask their students to track and rehears words , phrases , or images in a story,(34%) of them answered” sometimes “and yet (15%) of teachers rarely ask them . Only (1%) have answered “never”.

**Q15:** According to you, why is decision making important in teaching literature concerning material selection?

- a. Because it helps to identify your goal
- b. Because it helps students to be responsible and confident
- c. Because it helps to solve problems



**Diagram 10 : The importance of decision making.**

From diagram 20, we notice that teachers see that decision making is very important in teaching literature concerning material selection . (40%) considers decision making important as it helps students to be responsible and confident ,(36%) of the respondents claim that it helps to identify your goals. Only (24%) of the participants affirm that it helps to solve problems.

## **2. Presentation of the classroom observation results**

Classroom observation is used as a second data collection tool to gather qualitative data about investigating teachers techniques in the use of the cognitive learning theory in literature classes . Through classroom observation, we observe the behavior of students and the teachers techniques to motivate their students in literature classes .

We have conducted about 12 observation sessions at Mouloud Mammeri University which have allowed us to observe the teachers techniques in the use of the cognitive learning theory in literature classes, in order to confirm or disconfirm the questionnaire results.

**The observed item:**

<b>N</b>	<b>Teachers techniques in the use of the cognitive learning theory</b>	<b>Frequency always</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>	<b>Total session</b>
<b>01</b>	The teacher rely on mind maps and visualization to explain the lesson.	00	00	00	00	12
<b>02</b>	The teacher point out the relationship between new information and student already know.	12	00	00	00	12
<b>03</b>	The teacher ask their students to read in order to maintain the motivation and interest of students and avoid boring classes with passive activities.	07	04	00	00	12
<b>04</b>	The teacher repeat information in different formats( verbal, written and visual...)to encode new facts and encourage students self testing and scanning of information.	03	04	04	01	12
<b>05</b>	The teacher allow their students to express their ideas and at the same time become intrigued by what they read about the story or poem.	07	02	02	01	12
<b>06</b>	The teacher provide opportunity for students to actively work with the course(discussion in pairs, small groups..) for better storage and retrieval.	00	06	04	02	12
<b>07</b>	The teacher ask their students to take notes when reading a text.	08	00	02	02	12
<b>08</b>	The teacher enable learners to enjoy and appreciate literary text and develop their capacity for critical thinking ,creativity and self expression.	00	07	04	01	12
<b>109</b>	The teacher provide discussion questions to be completed or discussed at the end of a literary text(short stories, novels...etc)	10	02	00	00	12

**Table07: Results of Classroom Observation of Teacher's techniques in the use of cognitive learning theory in literature classes.**

The sheet contains nine elements that we wanted to observe .First, we noticed that teachers rely on mind maps and visualization to make the lesson more understandable for learners .In the sense that teachers make the lesson more easier by creating a link between different piece of information and formulate a complete understanding for a specific topic . Moreover, visualization in text is considered as a proven way to improve learners reading comprehension , and it permit for learners to create mental images as possible while and after reading.

Second , during our observation ,we remarked that while explaining the lesson, the majority of teachers point out the relationship between new information and student already know to better understanding the lesson and avoid mystery of any new information. Besides, through the classroom observation we noticed that all the teachers ask their students to read in order to maintain the motivation and interests of students and avoid boring classes with passive activities in order to focus on the lesson by asking them questions and asking every student to read a chapter of the novel or a story to motivate them and be active in the classroom.

In twelve sessions, we noticed that teachers repeat information in different formats( verbal, written and visual...)to encode new facts and encourage students self testing and scanning of information to easy learning and increase their comprehension . Most teachers, especially experienced ones allow their students to express their ideas and at the same time become intrigued by what they read about the story or a poem this will helpfully better comprehend what they are reading and trying to raise literary awareness because the majority of students have difficulties while studying literature because they do not read.

While conducting the class, we observed that nearly in all sessions teachers tried to attract students' attention by providing opportunities for students to actively work with the course (discussion in pairs , small groups..) for better storage and retrieval to motivate them to practice and develop skills such as teamwork's . In addition to this, during our observation we noticed that the majority of the teachers ask their students to take notes while reading a literary

text to keep their students focused and enable them to organize their ideas and simply put the information into their own words.

According to (12) sessions, we have noticed that all the teachers enable learners to enjoy and appreciate literary text and develop their capacity for critical thinking, creativity and self expression to make them comfortable and never embarrass them in front of others while correcting the mistakes . In twelve sessions that we attended , all teachers provide discussion questions to be completed or discussed at the end of a literary text (short stories, novels...etc) in order to make things clear and ensure that every students have understood the literary text or the lesson.

### **Conclusion**

This chapter has presented the results obtained from both the questionnaire administrated to 25 teachers and the classroom observation conducted in 12 classes at Mouloud Mammeri University of Tizi –Ouzou. The data obtained from the questionnaire are presented in pie charts, tables and bar graphs, while the data obtained from the classroom observation are presented in tables . The results are discussed and interpreted in details in the next chapter.

# **Discussion of the Results**

## **Introduction**

This chapter discusses the main results obtained from the teachers' questionnaire and classroom observation regarding the stated hypotheses . A total of 25 teachers were questioned and 12 classrooms observed in order to determine the teachers' techniques in the use of the cognitive learning theory in literature classes . The results are then discussed and interpreted in relation to the literature review presented in chapter one. This chapter comprises two major sections , each section aims to provide an answer to the research questions asked in general introduction . The first section deals with the discussion of the results of teachers' questionnaire. The second section discusses the results of the classroom observation sessions.

### **1. Discussion of the Results of Teachers' Questionnaire:**

#### **1.1.Section one :Identification of the respondent**

This section contains three main questions. The questions are about the age, degree and teachers' experience . The aim of these questions is to compare between male and female teachers of literature, their age , degree and experience in the way they investigate the techniques of the cognitive learning theory in literature classes . The findings show that half of the teachers (50%) (see table01) are between the ages of (35-45) ; this means that means the most of teachers 17 who answered the questionnaires have a PHD degree (see table 02). Moreover, the results of the teachers' questionnaires demonstrate their experience in teaching literature ranges from (1) year to (18) years ( see table 03) . According to Gatbonton (2008) experienced teachers work hard in order to enhance their teaching experience into an art while novice teachers are described as those with little or no classroom experience , they are frequently college students or teachers who have less than 2 years of teaching experience . It means that novice teachers are like students in some way , they are new and need some time to acclimatize to teaching .

## **1.2. Section Two: Teachers Techniques in the use of the Cognitive Learning Theory**

In this section, the discussion targets the different techniques that teachers use in order to teach literature in their literature classes and to motivate their students to easily understand literature.

The result of the question asked to teachers concerning their role in the literature classroom reveal that 37% of the teachers see themselves as motivators, arguing that their job is not only to teach, but also to make students prefer learning literature and discovering new things to helpfully create a positive learning environment and motivate their student to make efforts while studying literature. (31%) of them see themselves as assistors. They explain that teaching is not only the teachers' job, students should make efforts while the teacher explains the lesson and the students are required to read and write down all the new words or information they have gained and learnt from the text or the course. However, (19%) of teachers consider themselves as prompters, it means that their job is to guide and lead the students throughout the lecture, and teach them how to be independent from the teacher. And only (13%) of teachers have answered "an observer". The observer gives his lecture and provides to his / her students with activities to do no more no less. Yet, during our observation sessions, no teacher is an observer only; they all try to motivate their students, leads their learners towards independent ability to read, assimilate and appreciate literary texts by seeking to clarifying things and information in their literature classes.

The collected data from the teacher's questionnaire concerning giving feedback to their learners. (80%) of teachers consider the announcement of giving a feedback to learners is necessary in their literature classes because they consider feedback as a part of the course and it improves learner confidence. According to Hattie & Timperley (2007), they consider giving feedback is an essential skill for lecturers in better and higher education, it has a primary impact on the best quality of the students' learning process. Yet (19%) of the respondents see that it

is important because they affirm that feedback is considered as a vital approach to facilitate students' development as independent learners in order to monitor, evaluate and regulate their own learning. (1%) of the respondents have answered useless ( see diagram 02). This percentage is not satisfactory. The main reason behind this result may be due to time pressure. Indeed, during our observation session, we have noticed that the majority of literature teachers try to give a positive feedback to their students. Higgins, Hartely, & Skelton (2002) noted that teacher feedback which is frequently structured significant of excessive quality, and well timed allows learners to become actively engaged with the content material under study, as well as in the learning surroundings in which they are studying. In other words, the purpose of such a feedback is to provide to students with information they can use to confirm what they already believe or to change their existing knowledge or beliefs. There should be a supportive environment in class so that students never feel intimidated with lower grades or ashamed with negative comments. Therefore, the students will correct their mistakes and work hard and be able to present their ideas in building up their vocabulary by reading and writing skills to understand literary text. In the words of Marzano (2010) "the satisfactory feedback seems to involve an explanation as to what is correct and what is inaccurate in terms of learners responses." In addition providing learners with feedback encourages them to keep working on a task until they succeed in order to enhance learning and teaching of literature. We constitute that this question confirm the first question.

We have also asked the literature teachers whether they prefer to work in groups or individuals when doing activities. And the answers are at (70%) of teachers prefer to work individually because they consider individual work is more beneficial for the student rather than group works. According to Johnson (1984) he asserts that "learners must work independently on their own personal learning desires and goals at their personal pace of their area in order to obtain a higher criterion of knowledge and understanding." Thus in a literature class, each student approaches the text in his / her own way without forgetting that his/ her

understanding is based on past experiences and knowledge . (30%) affirm that they prefer to work with groups . Moreover, a large amount of studies reported that the group work has many positive impact on students learning including motivating, responsibility building , and collaborative problem solving . Thus , Light (2001 ) affirms that students who meet and try to work within groups , they are usually capable of acquiring a deeper learning themes covered in class as well as in developing and expanding abilities or skills , such as writing and communication. During our observation sessions , most teachers especially experienced ones see that some activities need individual answers works, whereas other require group work .

The findings of the question nine ‘ do you provide to your students the opportunity to choose their novels and poems to improve their reading skills ’show that (80% ) of teachers give the opportunity to their literary students to choose their novels and poems in order to appreciate and discover the similarities and tolerate the differences between their culture and others culture , vocabulary development and comprehension because when students read books this will helpfully sparks their imagination, rich their vocabulary by giving them ideas to write about in the future , and not just activating their prior knowledge or appreciate literary text but even develop other skills , literal understanding , and promote problem –solving ability ( see chapter one 18-19) . Moreover , according to what we have observed in twelve classes , some teachers ask their students to read. For example, in the classroom when the teachers of literature asks learners some questions to respond , he always encourage them to go deeper as a result the students will find “ multiple interpretations” to a text rather than just one “correct interpretation “ . In the other hand, (20%) of teachers do not force them because most of them say that most students don’t read literary text what matters to them is just to get a mark in this module.

We have asked teachers about if they provide to their learners an introduction about the author and some of his famous works , (95%) of teachers provide a short introduction of the author including his works and only (5%) of literature teachers do not do that . Hence , introducing some works of an author or a writer is very helpful for student for their further

readings in order to familiarize the students with the author and knowing his works to predict which narrative genre they prefer to use in his writing style.

In the results obtained from the question ten (10) , either strongly agree or agree (90%+10%) with the statement that “ not all students learn in the same way because have different learning abilities ”. Therefore , Knowls ( 1975) puts forward three immediate reasons for self-directed learning ”it is a convincing evidence that people who take the initiative in learning are more in tune with natural processes of psychological development and many of the new developments in education put responsibility on the learners ability to take a good deal of initiative in own learning .”

The result presented in the question eleven (11) , we notice that the majority of literature teachers (98%) answers show that they always ask their students to recognize element in a story such as characters, setting .In fact ,during our observation , the majority of teachers provide to their students with a framework for identifying the elements of a story to organize information and ideas efficiently for example by asking them to discuss the components of a story ( plot, setting ,characters ) to deeper understanding of the literary text and motivate them to participate ,improve their skills , and to avoid boring class . In the other hand, the minority of teachers (2%) do not ask their students questions due to lack of time in order to complete the literary program .

As far as the context is concerned , the findings in the diagram (09) show that most of respondents (40%) believe that to maintain students attention in a literature class is through asking them questions relating to the course . Nystrand (1997) argues the teacher ought to ask his / her learners some specific types of questions in order to impede or take control of classroom discussions . During the twelve sessions , all teachers always ask questions in order to control class and involve students to participate in their class to avoid confusion and unclear information . However, the rest of teachers claim that to maintain students attention is both by moving around the room and using gestures in. literature class , because teachers always need

to keep their students attention and stay alert throughout the course in order to ensure that student get the most out of their learning opportunities , and it is affirmed that gestures are culturally based cognitively linked and important in meaningfully extending students' ability to tell and comprehend literary activities. We constitute that this question confirm the second question .

Teachers take into consideration the diversity of their students before making plans of their teaching , it is the question twelve (12) where the majority of teachers either strongly agree or agree( 85%+15%) on this statement . In fact , before planning a lesson the teacher should ask himself; who, what and how is to be taught ? because teachers of literature must carefully select and arrange activities that will produce the desired learning outcomes in his students taking into consideration that not all students learn in the same way and a well –developed lesson plan reflects interests and needs of students and incorporate best practices for the educational field. So the teacher of literature must plan very carefully to ensure that all students participate in high– interests educational activities , they believe in their ability to create a caring classroom climates and in their students' ability to succeed , hard working in literature class for helping their students to set achievable goals and encouraging them to focus on long-term improvement , not just grades .

In addition to the question thirteen , the majority of teachers (95%) use reading techniques to help their learners find out the required information in literary text . In contrast ( 5%) of them do not use skimming and scanning strategies. Scanning is a technique that is used to quickly searching for particular piece or pieces of data in text (Brown ,2003) , it means it is the process of reading rapidly to find a specific piece of information . In the other hand , Skimming is a strategy that can be taught to students to help them identify the main ideas in a text . Indeed, with the use of the two reading strategies the students are able to get the information quickly and directly because the students know exactly what questions they want to answer , they speed-read , their eyes scan over the words or pages very quickly until they find

what they are looking for and the students can focus on the details they require. Thus the use of skimming and scanning strategies motivate the literary students to be active, participate in literature classes .

As it is demonstrated in the pie charts (see diagram 09) , (50%) of teachers always ask their students to track and rehearse words, phrases , or images in a story . (34%) answered sometimes , and only (1%) have answered never . through attracting and rehearsing words , phrases in a story it will better comprehend the story by encoding data in long -term memory and linking new information with information already know . In this regard , Jeroen (2012 : 439 ) argued that “ the improvement of verbal and visual working memory process a talent variable approach ” that is to say , student are more likely to visualize and think what they have seen and hear when dealing with stories in order to fresh their memories and gain more vocabulary.

The last question is related to the importance of decision making in teaching literature concerning material selection . (40%) considers decision making important as it helps students to be responsible and confident , (36%) of the respondents claim that it helps to identify goals and only (24%) of the teachers affirm that it helps to solve problems. Researchers have suggested that decision making plays a vital role in the context of teaching because it helps both teachers and students to be more independent and responsible by giving them a sense of controlling themselves and encourage self-exploration , solve and identifying problems by making good choices, analyze brainstorm solutions. Hence ,from this we deduce that decision making helps students in choosing between various options since it is the process of making choices by identifying alternative resolutions and it is a significant element in the teaching and learning of literature .

## **2. Discussion of the Classroom Observation**

The second data collection tool that we dealt with in our investigation is the classroom observation, which is of a great significance to this research since its findings help to confirm those of the teachers' questionnaire. Twelve (12) attendances have been conducted with the teachers of literature in the Department of English. We used the classroom observation to help us refute or confirm the research hypotheses, since it aided to be present in the class and observe in a natural setting. In this session, the checklist contains twelve (9) questions.

In response to the first item of the checklist 'the teacher relies on mind maps and visualization to explain the course'. In order to better comprehend the course the majority of teachers especially experienced ones, try to create a growing diagram composed of key words phrases, concepts, and facts in order to encourage their students to participate and to fully understanding the course by making connections between ideas for retaining information better remembering, understanding the knowledge, and ease to decision making. Therefore, these cognitive techniques promotes greater creativity and understanding to literary students because almost students have difficulties while studying literature.

In the second item, according to what we have observed in the twelve sessions the majority of literature teachers always try to put out the relationship between new information and student already know in order to avoid any mystery about any new information, by asking them reflective questions that makes students think about what they have already learn to better understanding something new and increase their comprehension about the subject for example by asking them about one's own personal experiences or other similar stories that are relevant to the topic in order to get things clear and activate their prior knowledge. we can constitute that the second question confirm the second hypothesis.

In addition in the third item 'the teacher ask their students to read in order to maintain the motivation, interests of the students, and avoid boring classes with passive activities', Ericksen (1978) claims that effective learning in the classroom depends on the teachers ability

to maintain the interest that brought students to the course in the first place ; however, under the classroom observation we observed that in seven (7) sessions the teachers of literature ask every students to read a chapter of the text to make them focused , participate and listen to others , trying to motivate them by assigning tasks that are neither too easy nor too difficult , asking them questions about the text such as characters , setting and especially always helping their students engage , try to avoid boring class because each lesson must be clear and interesting with a lot of different activities .

Regarding to the fourth item , ‘the teacher repeat information in different formats to encode new facts , encourage students self testing and scanning of information ’some teachers do often repeat information because repeating records in different formats to encode new data into long-term memory by representing the information more than once to keep scanning of information , increasing students understanding and this thought to be a reflection of their cognitive strategies .

In addition in the fifth item ‘ the teacher allow their students to express their ideas and at the same time become intrigued by what they read about the story or poem under the classroom observation we observed in seven (7) sessions the teacher’s guide students to express opinion towards a text by asking them to make predictions about what will happen next by checking students’ knowledge based on what they have read, to helpfully better comprehend of what they are reading because the majority of students have difficulties while studying literature because of the lack of reading and writing skills .

With regard to the results we obtained in the observation in the six item ‘the teacher provide opportunity for students to actively work with the course ( discussion in pairs and small groups ) for better storage and retrieval, and according to Meng (2010), he maintains that “working with groups or pairs is increasingly popular in language teaching because they have many benefits for understanding the course .” Some literature teachers often ask their students to work in groups or pairs in the classroom in order to learn from each other because when

students work in groups or pairs they learn how to read and speak effectively by knowing how to work out what texts mean how to gather important information , it is possible to say that literature classes can better success by sharing , exchanging , and socializing through group work . Besides , some students learn better from their peers than from the teachers and without forgetting that the literature teacher always checks the groups to see how things are going , offering assistance as needed , and encouraging them to share what they already know and learn from the course in order to reach learners' need and understanding .

As regards , the seven item ' the teacher ask their students to take notes when reading a text ' shows that the majority of literature teachers tried to give relevant and useful information to engage their students in the lessons , allow them using their brains , thinking in their own way , resulting in long –term memory retention , and the most important to keep them focused and enable them to organize their ideas by simply putting their information into their own words . Since the students are not almost involved and participate during a literature class ; some of them take notes and some of them just listened and trying to read a text . Bonner and Holliday (2006) claim that having an educational ability or skill of taking notes in during the course improves the learner comprehension and enhance their knowledge and understanding of their lessons with the aid of using higher recording of the records in the mind . That is to say, taking notes increases attention of students to read or heard materials to helpfully increases their comprehension and easy remember what they have already learned .

The eight item 'the teacher enable learners to enjoy and appreciate literary text and develop their critical thinking , creativity , and self expression, since literature classroom represents a perfect setting for the practice of skills ; in their attempt to understand , analyze and interpret the literary text such as short stories ,poetry and novels and it is a source of entertainment , pleasure , making the learners feel comfortable when dealing with a text through easily expressing their thoughts , imagination , and urging them to give their points of view

and sharing their understanding of the events while reading a literary text. We constitute that the eight items confirm the second hypothesis .

Finally , we noticed that all teachers try to make things clear and ensure that every student has understood the literary text or the lesson and always trying to avoid mystery of any new information and by shifting from remembering to understanding the information by analyzing and evaluating its content and enhancing creativity , as we refer to the last item in the checklist ‘ the teacher provide discussion questions to be completed or discussed at the end of a literary text ’ . We can constitute that the nine items confirm the first hypothesis .

From the above discussed results of the classroom observation , we may answer the first and second questions, and confirm the two hypotheses .

## **Conclusion**

This chapter has discussed the data gathered from teachers' questionnaire and the classroom observation sessions conducted at Mouloud Mammeri of Tizi –Ouzou . The discussion of the findings provides us with clear answers for the research questions advanced in the General Introduction . Adding also , the hypothesis are confirmed .Based on the results above , it has been noticed that literature teachers ‘ of the Department of English always try to make their best in searching for the best techniques to teach literature according to their students need and interests .



# **General Conclusion**

## **General Conclusion**

This study has aimed at investigating teachers' cognitive strategies used in literature classes which consist in assisting them and supporting their learning process as well , and also in engaging their students to retain and store information by following the cognitive learning strategies . This study has been conducted with literature teachers at Mouloud Mammeri University of Tizi –Ouzou . The study has analyzed the techniques used by teachers when teaching their literary students and it has focused on identifying the major cognitive strategies that teachers use in literature classes . It also strived to find out the main reasons that hinder teachers from the appropriate by using the cognitive learning theory .

To carry out this study, in the first part of the theoretical framework , we attempted to explain the nature of “ cognitive learning theory ” in the light of Millers' theory of data processing , where we provided a detailed description of the main models and components of the theory which are prominent to conduct this research . In the second part , we shed light on the application of cognitivism in education more specifically in teaching literature . In this regard , we have mentioned the contribution of cognitivism in EFL teaching and learning process .

To conduct this research , we have adopted the mixed method combining quantitative and qualitative methods, in both data collection and data analysis . The research data are gathered using two collection tools which are the questionnaire addressed to twenty five (25) literature teachers and a classroom observation conducted in twelve (12) classes in the Department of English at Mouloud Mammeri University of Tizi –Ouzou . The quantitative method is aimed nominal data and analyze the findings obtained from the close ended questions of the questionnaire using the role of the three , while the qualitative content analysis aims at gathering , analyzing soft data and interpreting the findings obtained from the classroom observation . Moreover , the main tools used to collect the necessary data to answer the research questions , and confirm or disconfirm the hypothesis we set in the general introduction .

Concerning data analysis tools , the present study has used the Social Package for Social Sciences (SPSS) program to analyze the quantitative data that is close ended questions . In addition to the statistical analysis , we used the Qualitative Content Analysis to interpret the open ended questions of the questionnaire .

From the results reached in our dissertation from both the questionnaire and classroom observation , we concluded that teachers of literature use the cognitive learning theory literature classes . Thus , these results confirm the first hypothesis advanced in the first chapter , which states that Cognitive Learning Strategies are effective when studying literature . We have also concluded that cognitive learning theory raise leaners attention in better understanding of literature content . Therefore , these results confirm the second hypothesis advanced in the introduction , which has advanced that Cognitive Learning Strategies raise learners attention by helping them organize and process information in literature classes , and create a good classroom atmosphere . Furthermore, we hope that this study will be useful and taken into account by students, teachers, or any reader .

Cognitive learning theory is an approach to language teaching and learning .It is thanks to this theory learners develop a certain amount of knowledge, curiosity , and reflection upon information and how we process and sore it . In this regard , we may suggest further techniques , but also constructivist and social cognitive techniques . We may also recommend the application of this on the other level like first , second , and third year students by adapting other data collection tools such as interviews .



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# **Appendix 01**

## **Appendix 01: Teachers' Questionnaire**

Dear teachers ,

Our research investigates the teachers' techniques in the use of the cognitive learning theory in literature classes . This research is conducted the teachers of literature at Mouloud Mammeri University of Tizi –Ouzou .

You are kindly requested to answer these questions as it is an essential component of our study . The questionnaire will be used only for academic purpose .

### **1. Section One : Identification of the Respondents :**

**Q 1:** Age

- 25/35
- 34/45
- 45/65

**Q 2 :** Degree(s)

- MA(Master)
- PHD(Doctorate)

**Q 3 :** How long have you been teaching English?

.....



**2. Section Two : Teachers techniques in the use of cognitive learning theory**

**Q 04:** Do you consider yourself:

- **As a motivator**
- **As an observer**
- **As an prompter**
- **As an assistor**

**Q 05 :** How do you consider the announcement of giving a feedback to your learners in your literature classroom ?

- **Necessary**
- **Useless**
- **Important**

Would you explain your answer?

.....

.....

.....

**Q 06 :** When you teach literature, do you prefer to work in groups or individuals when doing activities?

**justify** .....

.....

**Q 07:** Do you provide to your students the opportunity to choose their novels and poems to improve their reading skills?

**Yes** **No**

**Q 08:** Do you provide to your learners an introduction about the author and some of his famous works?

**Yes** **No**

**Q 09 :** To which extent do you agree or disagree with the statement “ not all students process information or learn in the same way”

- **Agree**
- **Strongly agree**
- **Disagree**
- **Strongly disagree**

**Q 10:** In your literature classroom , do you ask your literary students to recognize elements in a story such as characters, setting...?

**Yes**

**No**

**Q 11:** According to you , how do you maintain your students attention?

- **through moving around the room**
- **through using gestures**
- **Through asking them questions**

**Q 12:** To which extent do you agree or disagree with this statement “the teacher should take into consideration that diversity of students is a factor because they are expected to create a proper atmosphere to achieve students needs before making plans of their teaching method and assessment .

- **Agree**
- **Strongly agree**
- **Disagree**
- **Strongly disagree**

**Q 13:** Do you use reading strategies such as skimming and scanning to help your learners find out the required information in literary text?

**Yes**

**No**

**Q 14:** How often do you ask your students to track rehears words, phrases, or images in a story in your literature classes ?

- **Always**
- **Sometimes**
- **Rarely**

· **Never**

**Q 15 :** According to you, why is decision making important in teaching literature concerning material selection?

· **Because it helps to identify your goal**

· **Because it helps the student to be responsible and confident**

· **Because it helps to solve problems**

**Thank you very much!**

# **Appendix 02**



## Appendix 02: Classroom Observation Observation

### Checklist

Investigating Teachers' Techniques in the use of Cognitive Learning Theory in Literature classes.

12 sessions

N	Teachers 'techniques in the use of the cognitive learning theory	Frequency always	often	rarely	never
01	The teacher rely on mind maps and visualization to explain the lesson.				
02	The teacher point out the relationship between new information and student already know.				
03	The teacher ask their students to read in order to maintain the motivation and interest of students and avoid boring classes with passive activities .				
04	The teacher repeat information in different formats (				
	verbal ,written , and visual ...)to encode new facts and encourage students self testing and scanning of information.				
05	The teacher allow their students to express their ideas and at the same time become intrigued by what they read about the story or poem.				

06	The teacher provide opportunity for students to actively work with the course ( discussion in pairs , small groups ...etc ) for better storage and retrieval.				
07	The teacher ask their students to take notes when reading a text .				
08	The teacher enable learners to enjoy and appreciate literary text and develop their capacity for critical thinking , creactivity and self expression .				
09	The teacher provide discussion questions to be completed or discussed at the end of a literary text ( short stories , novels...etc ).				