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Transitivity and Awareness of Gender Difference as a Necessary Component for Culture Learning in Foreign Language Teaching

Thesis Submitted to the Department of English in Candidacy for the Degree of Doctorat in Literature and Civilization

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DEDICATIONS

This work is dedicated to my lovely family, my husband, and my little cute children Abdullah and Mohamed El Amine.

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Abstract

Cultural learning is often placed at the nexus of English Language Teaching which has been making a noticeable shift toward critical involvement and reflexivity. This shift is fed by contributions to the area of Critical Pedagogy. The latter makes reference to power-relations issues institutionalizing a system of hegemony and common sense by means of external forces, such as age, class, race, and gender. Gender as a socio-cultural construct has a major shaping influence on individuals' life. The foundations underlying the gender concepts have often placed women within a male/patriarchal value system that ought to be criticized for placing them within a system of social differentiation. Such categorization received particular attention and criticism from feminist scholars and writers who claimed for a discourse analysis approach as being ideology-critical for interpreting and questioning such power and gender relations. Implications of such claims to literature and literature didactics require enhancing students' interpretive and critical skills apropos gender and cultural issues in the foreign language classroom. Accordingly, the aim of this research is to attest to the relevance of the "Transitivity Framework" as a linguistic-based and a feminist stylistic approach in analyzing texts of literature on students' cultural learning and analytical performance including interpretation, and reflection from a gender perspective. This framework, which takes part in the ideational meta-function of Halliday's Systemic Functional Linguistics, is based on analyzing the linguistic choices of participants and the process types used to represent both female and male characters. Using the transitivity framework is hypothesized to enable students to unveil gender relations and interpret the socio-cultural context of the literary text. A case study is conducted at the University of Mascara involving Third Year EFL students and literature teachers relying on three research instruments *viz* tests, students' and teachers' questionnaires, and teachers' interviews. The result of the study shows that applying the Transitivity model to texts of literature is considerably effective for students' comprehension, reflection, and interpretation. Admittedly, the study reveals that analysis of the transitivity choices in characterization enables students to decode gender-related issues as being representative of a particular society in a historical setting. The study further discloses an overall improvement in students' analytical performance. By taking into consideration these conclusions, we suggest a language-based approach to teaching literature coupled with a set of tasks, guiding questions, and classroom instructions to facilitate the process of comprehension, reflection, and interpretation in analyzing literary texts from a gender standpoint.

Keywords: cultural learning; EFL; gender awareness; Literature; Transitivity

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LIST OF ABBREVIATIONS/ ACRONYMS

CoP: Communities of Practice

DA: Discourse Analysis

EFL: English as a Foreign Language

FG: Functional Grammar

LD: Literary Discourse

LDA: Literary Discourse Analysis

PT: Process Type

PTs: Process Types

SFL: Systemic Functional Linguistics

TF: Transitivity Framework

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GENERAL INTRODUCTION

GENERAL INTRODUCTION

General Introduction

Cameron states "Men and women … are members of cultures in which a large amount of discourse about gender is constantly circulating" (1997, p. 60). There is an ongoing common perception that cultural norms regulate most societies where discourse is all-pervading by way of discursively shaping both linguistic and para-linguistic practices such as actions, interactions, values, beliefs, clothes, feelings, and language. All these categories are verbally as well as non-verbally transmitted. Discourses hold particular ideologies that can be commonly shared and accepted by members of communities. Men and women as being the building plinth of every society are mostly positioned within the available discourses and being constructed according to the "knowledge and social practice generally associated with a particular institution or group of institutions" (Talbot, 1995, p.43). No individual has the power to identify a presupposed gender and determine the roles he/she occupies in society. Yet, gender identity is constructed and reproduced through discourse in a discursive mode. Such practices shape some aspects of a culture in a particular community.

Understanding the interference between gender, culture, and discourse requires looking at a variety of theories that developed in leaps and bounds; lumped together in an interdisciplinary approach that contributes to having deeper insights into the topic. First of all, pioneers of Post-structuralism, mainly Michel Foucault (1972), Jacques Derrida (1973), Jacques Lacan (1966), and Pierre Bourdieu (1982) led new perspectives on the discursive nature of discourse and power relations. Post-structuralism dispenses with the idea that discourse, as a social system, determines the set of activities shared in a discourse community where forms of subjectivity and power are also inherent. Ideas of categorization and division have been adopted and criticized by many female philosophers among them, including Simone de Beauvoir (1949) , Luce Irigaray (1985), Julia Kristeva (1982), and Judith Butler (1990). Moreover, thoughts related to discourse and gender have been highly influenced by female linguistic researchers like Robin T. Lakoff, Deborah Tannen (1996), Penelope Eckert (2003, Sally McConnell-Ginet (2003), Deborah Cameron (1995), Sara Mills (1995), Mary Talbot, and Judith Baxter (2006). Their ideas and theories influenced our understanding of sex and gender issues.

Some of the ideological perceptions that prevailed in societies over time are gender relations, and therefore power relations. "Three women make a market" is one of the so many proverbs which, with grains of truth, show up past stereotypes about women's wordiness and

support, to a great extent, androcentric behavior. The latter gauged popular misunderstandings about women over many centuries. One is caught up in mulling over potential stances about behaviors appropriate to women and men and relations between women and men. Gendered behavior and relations are most often shaped by social as well as cultural standards as they shape the way daily life is lived in the family and community as a whole. Effectively, gender, like the other subcategories of race and ethnicity, functions as an organizing principle of every society because of the social meanings given to being male or female.

Ideological molds have divided the world into hierarchical dualism structures, say, East/West, civilized/primitive, and human/nature. As for women, they are further logged into another hierarchical dichotomy of man vs. woman. This gender patriarchy is, perhaps rightly so, concerned with the connections between oppressions, say, race; skin color; primitive people, inferior groups, and women. Accordingly, all forms of women oppression burnt out a movement called, Feminism. Being a social, political, or academic movement, Feminism in its general aim strikes gender inequalities as a 'feminist issue'. Whether as a biological or a social category, gender is not immutable but it is culturally constructed and thus varies from one society to another. Males as being aggressive, controlling, firm, and disciplined, or women as being soft, cooperative, caring, and beautiful also vary from one culture to another. Though these characteristics are not universally shared —from an essentialist view, gender studies are open to a wider range of philosophical, political, educational, and multidisciplinary inquiries and closer examination related to any "feminist issue".

Gender is considered a central category that can be applied in cultural studies taking into concern the relationship between masculinity, femininity, and culture. Bridging the link between culture and gender relations, studies have voiced concerns about 'HOW' one's identity is prone to sex difference from a cultural theoretical perspective. Other studies, moreover, scrutinize the conceptualization and representation of gender in relation to different circumstances and contexts. Distinguishing gender as a social construct from gender as biological sex, gender studies analyze, in particular, lop-sided gender behavior, relations, and attitudes apropos to culture.

"How do women speak?" is one of the empirical works submitted by Robin Lakoff and Dale Spender under the so-called 'Deficit and Dominance' theories. It is worth noting that

language defines or reflects, in one way or another, women's living conditions which were the target attribute and claim of the Women's movement in the 1970s. The study of language and gender goes beyond analyzing 'sexist language' to mutual conversations between males and females in terms of interruption and talk domination. Though feminist linguists such as Spender and Lakoff's outstanding claims were reproved for embracing generalizations from previous theories, they contributed to sustaining non-sexist language. Subsequently, a culturally oriented approach to gender-confused behavior and communication stipulates different males'/females' cultural traditions, already seen in the pioneering works of Daniel Maltz and Ruth Borker. Afterward, subsequent changes have been brought to the study of gender in terms of identity via discourse analysis.

Women's language, representation, and identity are also mirrored in fiction texts. They also reflect the principles on which societies were held over history. As one drowns in a literary text, one is caught up in wonder at seeing re-occurring characters displaying various relations and attitudes. Above all, whenever there is a character confrontation be it male or female, it feels like flashbacks about gender concerns. Thus, there is no other way than grabbing into fiction texts to unveil Stereotypes about women and gender relations and consider what is typically meant by masculinity and femininity. One may argue that texts of literature manage to embrace all the oddities and peculiarities of men and women at the times they were written.

Implications of the aforementioned assumptions regarding gender and cultural studies in the context of Critical Pedagogy consider the teaching and learning process as identical to ideology-critical questioning of the foundations underlying gender concepts. As for literature, such critical engagement with gender issues in the context of cultural learning makes learners go beyond superficial or aesthetic reading to deeper inferencing and induce a sense of recognizing the self and the world because of the simple reason that gender issues are encountered everywhere shaping or being shaped by culture. However, this process of critical detachment cannot be attained without having enlightened insights into the didactic aspects of such a pedagogy informed by Gender and Cultural Studies in relation to the teaching of literature and literary analysis.

So as to mediate between theory and practice, a plethora of ideas and discussions, though limited in number, introduce the possibility to amalgamate 'gender issues' in the classroom in

a manner that fits the educational and learning objectives. Some studies have voiced concerns to offer thorough and well-grounded assumptions headed toward connecting gender issues with foreign language teaching (Doris Teske, Barbara Schmenk, Gabriel Linke, Laurenz Volkmann 2007). In retrospect, these innovative research areas strike neglecting gender concerns in teaching and tempt teachers and foreign language researchers to juggle around a new teaching paradigm.

In this parlance, locating greater focus on foreign language teaching, awareness of gender difference can be of paramount importance to have an obvious reflection on gender-specific issues as a necessary component for cultural learning, and hence, this is the aim of our research. This work, however, ought to be approached from different perspectives in which it can be carried out both theoretically and practically. On the one side, it sets up a debate regarding the possibility to review gender issues, apart from race, status, ethnicity, attitudes, customs, and education, as one part of cultural learning. On the other side, it offers a certain something that makes these assumptions more practical and more attainable in the EFL classroom.

Cultural studies within the EFL teaching context extensively advocate stipulating needs for acquiring cultural "awareness and reflexivity" (Teske, 2006). They further persuade EFL learners to develop a sense of self-reflection, intercultural learning, and dialogue based on the interpretation-based approach or the critical approach (Teske, 2006). Therefore, we are ultimately bound to two sorts of tools for enhancing culture learning: text analysis and semiotics. The former constitutes a formal analysis of texts while semiotics focuses on various kinds of signs and how they make sense and meaning in pictures, cartoons, dress codes, photographs, and the like.

As we have referred to above, cultural studies can be linked to subcategories such as gender which, in turn, can be explored through language. In other words, understanding grammar can help interpret the meaning in texts be it fictional, pragmatic, or media (Carter & Stockwell, as cited in Nguyen, 2012). Thus, awareness of language use based on the lexical-grammatical features can have an important bearing on the way gender issues are explored in texts (Sympson & Mayr, 2010). Therefore, we propose the ***"Transitivity Model"*** outlined in

the works of M.A.K Halliday to have an ample application to probe gender differences in texts of literature.

Using transitivity in analyzing literary texts is previously touched upon in previous research. As a leading figure in Systemic Functional Linguistics and a scholar in transitivity analysis, Halliday's study of William Golding's *The Inheritors* is an ample example. 'Transitivity analysis' is, by no means, a systematic analysis of a range of texts which draws on investigating relations and representations of participants or rather characters. This method entails an analysis of the meaning of clauses through the study of the structure of sentences, participants, and circumstances in which they are involved. As far as this method has a close relationship with the doers of the action, it can tell us something about the perpetuation of gender differences and stereotypes which, in turn, reflect the social and the cultural context of the text.

On the grounds of literature didactic-related concerns, EFL classroom realities are fronting considerable obstacles in terms of performing literary analysis. Students' overall level of studying literature at the tertiary level is relatively touching the rock bottom that bewilderingly inflicts on their learning process. This portion of students often perceives literary analysis as a compulsion of reading a mysterious language encumbered by unusual words and stylistic variations. First and foremost, comprehending a text of literature is going to be an uphill climb through which students are required to deduce some basic understandings and implicit meanings. Sparking personal opinions and writing in a reflective way pose another issue in studying literature. Such intricacies cast students a lack of confidence that hampers their willingness to study and enjoy literature.

Albeit teachers of literature are bending their efforts to enhance learners' linguistic and critical skills and responding to all literature in the target language, teachers are still wrestling with students' low level of educational attainment. An intensive syllabus including lectures about the three pieces of literature apropos movements, theories, and figures in addition to practical courses and study days are introduced over the academic year. Teaching literary analysis is also the hallmark of comprehensive learning. By exploring textual themes, developing complex arguments, and assessing multiple interpretations, students will be taught how to think critically after being equipped with the different analytical methods and tools.

GENERAL INTRODUCTION

Within this study, we maintain that students' analytical and critical skills could be substantially improved if teachers adopt a language-based approach to literary analysis. Students' prerequisites in the structure of language help them identify meanings, functions, and stylistic choices. In addition, gradual aspects of a language-based approach from the study of structure to interpretation would facilitate the analytical process by dividing it into tasks and activities. Later through iterative practice, students would recognize backgrounds for meaning-making in different contexts— a process that builds interpretive skills and intertextual inferencing. Therefore, the aim of our dissertation is twofold. First, we attempt to measure the application of the Transitivity framework as a literary analytical tool. The aim is to make evidence of its effectiveness on learners' analytical performance. Second, we predominantly aim at showcasing the extent to which this framework enables learners to acquire gender awareness and interpret the cultural context of literary texts.

Having all been stated, our research develops a constellation of questions. We allocate a general research question and three sub-questions put as follows:

1) Does transitivity analysis of literary texts serve as a plateful method in promoting EFL students with an awareness of gender difference and cultural learning?
2) Does the application of the three dimensions in the Transitivity framework improve the learners' literary analysis skills?
3) In what ways does characterization and analysis of language use assist the learners with flashbacks about gender-related concerns?
4) How does the EFL teacher promote guidance to apply the transitivity analysis in the EFL classroom?

Regarding our research questions, we postulate a set of assumptions under which this research is grounded. Accordingly, we hypothesize that

1) a thorough understanding of the transitivity choices attributed to male and female characters in literary texts along with a systemic method of analysis would enhance students' analytical performance.
2) Awareness and reflexivity of language use can be of paramount importance for gender awareness which may serve as a necessary component for cultural learning.

3) a task-based approach has the potential to help the EFL teacher to apply the different stages of the transitivity model.

The central pertinent aspect of this dissertation to test the research hypotheses is the methodological ground that this research stands upon. Given that the aim is to explore and measure the pedagogical aspects of the Transitivity Framework, the researcher will adopt a Case Study design on a sample of third-year students at the Department of the English Language, University of Mascara. Thereby, this research initiates by collecting data using a pretest and a posttest to assess the effectiveness of the Transitivity Framework on students' analytical performance on the one side and acquisition of gender and cultural awareness on the other. In addition, the researcher will use questionnaires directed to students and teachers of literature to examine their perspectives apropos the use of stylistic methods and explore classroom realities in teaching/learning literature. Finally, teachers' interviews are conducted whose main purpose is to stand upon the pedagogical tenets of applying a language-based approach with a focus on gender-oriented literature teaching.

Going through theoretical, methodological, and empirical processes, this dissertation will proffer a set of issues and procedures destined to cover the needs of the target inquiry. At first, the opening chapter entitled "Gender, Culture, and Implications for Foreign Language Teaching" will be devoted to a number of issues related to gender and culture with ample reference to the teaching of English as a Foreign Language. it will shed light on different theoretical perspectives on the conceptualization of gender. Then, it will set a number of arguments regarding the way gender shapes or is shaped by cultural dynamics. At last, the chapter will give an account of the teaching of literature in the EFL context with reference to Gender Studies and Cultural Studies.

The second chapter titled "Rationale for Gender and Transitivity in Literary Discourse" will be devoted to a review of literature on the relationship between language and gender. In the first part, we will bring to light a number of theories that dealt with the study of gender and language use with a great focus on poststructuralist claims whose main intention is to study gender through discourse. Thereafter, we will introduce the notion of the Transitivity framework as taking part in the ideational meta-function of language by Halliday in analyzing literary discourse from a gender perspective. We will also shed light on the potential usefulness

of this framework in the study of characterization and the possibility to infer gender-related concerns.

The third chapter will be consecrated to the experimental side of research. This methodological portion will go through a number of issues regarding the description of the purpose of the study, the teaching/learning situation, research design, research questions and hypotheses, data collection instruments, approaches to data analysis, instrumentation, and methodology limitations. Accordingly, throughout that chapter, the researcher will set forth the main research procedures with clear objectives and identify the particularities of each data collection instrument in attaining the research purpose.

The fourth chapter will be dedicated to analyzing the collected data. The findings will be stratified and scrutinized qualitatively and quantitatively. Both the pre-test and post-test will be initially analyzed by means of a statistical description and numerical testing of the research hypotheses. A comparison of the results will be presented to verify whether students' analytical skills were improved from the manipulation. Analysis of the questionnaires will be necessarily trailed in addition to the teachers' interviews.

Finally, on the grounds of the basic findings, the last chapter will disclose a set of recommendations and suggestions. This chapter is divided into two sections. The first part tackles the interpretation of the main findings in relation to the research hypotheses. It will further connect the findings with previous research findings to improve the consistency of our study with relevant literature of studies in the same field. In this part, we aim to clarify and reinforce the results of the experiment by providing arguments and interpretations that would in turn answer the research questions and hypotheses of this study. The second section is devoted to the pedagogical implications and further research. This part is related to the pedagogical side of applying the Transitivity framework in teaching literary analysis from a gender perspective.

CHAPTER ONE:

Gender, Culture, and Implications for Foreign Language Teaching

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1.1. Introduction

Women were supposed to stay at home, remaining powerless and mostly dependent on man's mercy, whereas men were considered as the plinth and the ones holding the reins in the family. For a long time, women have been regarded as the weaker sex in society. Women are one of the unsolvable secrets that no one knows where the truth is. This contradicting duality 'men vs. women' is persistent all the time in communication, relationships, social roles, emotions, and language. The difference between both sexes awkwardly reproduces an ultimate battle. However, feminists' movements appeared on the scene to reduce sexual discrimination and sex-role stereotyping that led to several struggles and harassment of women in so many areas of the world. Such a challenge is delineated under the umbrella of 'gender'.

In an attempt to perceive the sources for this struggle, specialists have studied gender for so many years though still face a certain confusion to polarize it to a particular definition. Accordingly, it is nearing unfeasible to scrutinize the concept of 'gender', partly due to differing views besides the social and cultural connections. Some specialists and gynecologists have voiced interests in biological, neural, and genetic variables to draw this gender difference. Yet, others proclaim social and cultural arenas to promote and naturalize differences between the sexes. Gender studies, thus, have revealed a number of key areas of gender difference where gender is displayed and enacted in various ways and contexts.

In education, the learners' willingness to learn a foreign language and be open to discovering its culture including gender issues seem unanticipated and not taken into account by both teachers and learners. As a 'cultural construct', gender reveals social realities not only in the target culture but also in their basic culture. Adding to this amalgamation of eminent issues in the foreign language classroom, the literature module is supposed to be of paramount importance in sustaining discussions, interpretations, and reflections upon gender concerns through the teaching methodologies that differ from one learning situation to another. Therefore, this chapter has been specified for the core of

conceptualizing gender, highlighting the influence of culture on gender dynamics, setting areas of gender difference, and, finally, bringing a body of literature on implications of gender studies in foreign language teaching.

1.2. Conceptualizing Gender

From antiquity, a key to one couple's contentious relations goes back to the creation myth of Adam and Eve. Since the first day, Adam's and Eve's foundations are the two precious sides of the evolution of humanity. Living side to side in a dark and relentless fate or enjoying dazzling completeness of loveliness and conformity, women and men are the building plinth of every society.

However, an everlastingly impenetrable mystery has begun once scholars, philosophers, and theorists opened the door to the ethnographic investigation of social relations; or, it perhaps goes back to inspired writers in literature as one of the Shakespearian's quotes which keeps crossing loads of pages in literature many years ago "…and she speaks small like a woman" has stirred the conceptualization of 'women' in particular and 'gender' in general. In the same vein Julia T.Wood suggests:

> *There are many theories about how we develop gendered identities. Because each theory attempts to explain only selected dimensions of gender, different theories are not necessarily competing to be the definitive explanation of how gender develops and what it means. (2009, p. 40)*

How people identify gender is a controversial issue that still lingers behind ambiguity because of its complexity and continuity. Accordingly, gender issues are mirrored in people's understandings and attitudes which are akin to cultural norms given to being male or female. The fluidity of this concept that varies from one person to another and from one society to another is committed to women and men themselves and appended in their psyches. Yet, defining and conceptualizing gender provoke a bunch quantity of views, attitudes, and critics. The quest for an appropriate definition for the term is still put into question; otherwise, the impossibility of getting a convenient answer is confirmed. Perhaps, the complexity of the term in different contexts, circumstances,

and cultural arenas makes it a hard job to catch up with a more scientific or exact account, or ultimately keep it in an open debate.

1.2.1. Gender as a biological category

Conceptualizing gender dates back to the mid of the nineteenth century when serious feminist movements begin to appear on the scene. Theorists are still inquisitively concerned with the question of whether women and men are similar human beings or are dissimilar from each other. Thus, ultimate biological issues which are said to draw this duality are the main view of some theorists and researchers.

Feminism perceived an intense historical and ideological clash with biology. One of the anti-feminist theorists and scientists was Paul Broca who set the relation between the size of the brain and intelligence (Sowerwine, 2003, p. 289). Broca's claim came in favor of men's brains as being larger than women's brains. His avowal formed a paradigm that became uncontested among nineteenth-century scientists and Republican world-views in France. However, Broca's paradigm faced serious feminist criticism for being a misleading pattern in accounting for sexual differences. Afterward, Dr. Madeleine Pelletier who was a radical feminist and a socialist leader managed to oppose biological explanations for intelligence and, hence, for male superiority and female inferiority in society (Sowerwine, 2003, p. 290) and to abandon physiological differences between men and women. There is no doubt that this struggle was a revolving apparatus that women handled against male supremacy in a form of a feminist struggle.

Biological claims which took shape in sex differences originated in the 1950s and 1960s. Their arguments presumed that the production and regulations of hormones in men and women have a behavioral distinction between both sexes as Bem (1993) suggests that *"gendered behaviors began to be justified by sex hormones.*" (Risman & Davis, 2012, p. 2). Then, the possibility of sex hormones resulting in vital brain differentiations was warranted (Young et al. 1965 as cited in, Risman & Davis, 2012, p. 2). Therefore, neural functions claimed to be involved in sex differences, orientations, and behaviors as Wood states:

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> *Biological theory offers one explanation for observable differences between women and men. This approach maintains that the biological characteristics of the sexes are the basis of gender differences. Biologically based theories focus on how X and Y chromosomes, hormonal activities, and brain specialization influence a range of individual qualities from body features to thinking and motor skills. (2009, p. 40)*

Almost all genetic proclaims about men and women are based on theories of evolution and development of human beings in general eliciting ideas and demonstrations from science as a truthful source of research. The fact that men and women accomplish different roles in life such as women who are reputed for breast feeding children might be a piece of ample evidence for this difference. Therefore, the presence or the absence of some roles in both sexes is compulsory for survival. Similarly, these arguments are mainly based on the reproductive strata that differentiate one sex from the other.

Such focus on biological difference spawned almost immediately after gynecologists and medical doctors who exhibited sexual dimorphism in both sexes of the same species which successfully appears in different characteristics including sex organs, size, facial traits, and behavioral motions. However, studies on masculinizing or feminizing the human brain were not yet being justified owing to the complexity and involvedness of this issue (Diamond, 2009 as cited in, Risman & Davis, 2012, p. 2). Afterward, current brain sex theories continue to focus on how sex hormones form the brain system of functioning in humans and assert that brains are the superseding link between sex hormones and gendered behavior.

However, unquestioning the sex difference as being predestined by nature which is a force that cannot be changed under any circumstance has deviated many theorists to broaden the study into other realms. Several sociological researches (Rossi, 1983, Udry, 2000), as referred in Risman and Davis (2012), hypothesize that biological sex differences

are integrated, in particular, with cultural expectations that transform males' superiority at the expense of female disadvantage. Yet, this perspective has witnessed little concern in cramming the question of inequality between women and men in society but it has occasionally focused on unraveling the biological influence from a sexual difference.

1.2.2. Gender as a socio-cultural construct

One among the so many common-sense ideas is that women embrace all the caring roles in the family which brings into question the process of socialization in conceptualizing the term 'gender'. This role coupled with other sorts of labor which are painful processes that almost every woman experiences in her life makes men feel it necessary to separate themselves from these roles. Hence, females' roles are often the main cause for sex differences rather than biological aspects. The caring roles that women hold on their children have an ample effect on their gender identities which stem from the early connection between a caregiver and a child. These claims fit into the Interpersonal theories of gender (Chodorow, 1989 as cited in, Wood, 2009). Respectively, Wood quotes:

> *Psychodynamic theories assume that relationships, especially the earliest ones, are central to human development. For most children, the first important relationship is with the primary caretaker, typically the mother. Psychodynamic theory claims that this first relationship fundamentally influences how an infant comes to define her or his identity, including gender. (2009, p. 46)*

It is worth noting that since 'caregivers' are gendered beings affects the way they act with children. Therefore, both boys and girls develop diverse attitudes, relationships, and the way they construct their masculine and feminine identities. However, other interpersonal theories of gender (Bandura, 2002; Bandura & Walters, 1963; Burn, 1996 as cited in, Wood, 2009) talk in favor of the role of communication in formulating

gendered identities which are neither fixed nor static in early childhood. Correspondingly, she also states:

> *Although each of us is born with certain inclinations, it is our social world that amplifies or tones down those inclinations. In other words, tendencies to be aggressive or nurturing are shaped and elaborated by parents, peers, and other people. (2009, pp. 48-49)*

Perhaps external motives do not accurately shape gender identities through imitation but it is worthy to say that interaction plays an integral role in the identification of gender. Interaction with the outside world allows children to learn particular behaviors and respond or react to some others through which they develop attitudes towards issues related to being male or female. This process grows gradually through maturation till "*each sex learns what society expects of her or his gender, and most decide to act in ways that are consistent with social views of gender*" (Wood, 2009, p. 51). Therefore, society has the power to formulate gender identities through communication and interaction. Yet, 'how' do social aspects contribute to gender behaviors, attitudes, and identities? Hence, Wood proposes that:

> *Cultural theories broaden our understandings by showing how social expectations and values about the sexes are systematically taught to individuals. Cultural views of gender include two related research traditions. From anthropology, we gain insight into the arbitrary and variable nature of gender by seeing the different views of men and women held in diverse cultures. Symbolic interactionist theory offers an understanding of the key role of communication in socializing new members into the understandings and values of a given culture. (2009, p. 55)*

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On the one side, conceptualizing gender from a cultural perspective allows understanding about the way societies define masculinity and femininity. On the other side, it elucidates how individuals are acquainted with cultural values and construct identities according to the requirements of their culture. Therefore, anthropological theories on gender assert that attitudes towards gender differ from one society to another and culture per se. Nevertheless, symbolic interactionism emphasizes that children are not born innate but they are likely to learn gender behaviors and attitudes associated with culture through communication. Subsequently, individuals opt to fulfill particular roles assigned by his/her society. Butler rightly advances:

> *On some accounts, the notion that gender is constructed suggests a certain determinism of gender meanings inscribed on anatomically differentiated bodies, where those bodies are understood as passive recipients of an inexorable cultural law. (1990, p. 8)*

What is fair also with gender is that it *"refers to the socially constructed roles, behavior, activities, and attributes that are assigned to men and women in a society"* (O'Brien, 2009, p. 21). For example, women as being regarded as caregivers, devoting most of their time and effort to do house labor, looking after children and older relatives in the family makes women's role sometimes apparent. Even though working outside the home, women still remain dependent on men's dominance. A Male's role in society is approximately linked to economic profit and owning property such as a house, a car, and land. These roles are bound to the different expectations that people hold about themselves and others and the expectations that society has about people as far as sex is concerned. Thereafter, these gender roles are internalized in individuals (Wood, 2009, p. 55), becoming one part of their identity.

Offering less or more privileges to individuals, society tends to control and erect dissimilar structures which categorize people into groups. It is also apparent to say that different social roles assigned to women and men contribute to gender discrimination and,

thus, lead to gender inequality and patriarchy in society. Gender inequality presumes males' supremacy related to economic growth over females' inferiority eventually linked to domestic labor or low wages. In this respect, critical theories of gender provide vivid explanations of the issue. O'Brien attempts to demystify gender inequality arguing:

> *Structuralists examine the structural positions within labor markets and how these positions affect rewards. Women's lower wages are due in part to women's concentration in marginal/devalued jobs. Therefore, structuralisms focus on the differential placement of women and men across industries. (2009, p. 156)*

Gender inequality often lays in the comparison drawn between men and women through which particular values are prescribed to selected individuals in power. The assertion of such privileges can possibly lead to social conflicts since males' 'cultural capital' (O'Brien, 2009, p. 156) rewards their market greatly than females' household and low-wages labor. Indulgence into these inequalities goes through excavating their sources. Some of the main causes may go back to education, competence, and experience and, hence, leading to the distribution of men and women in different sorts of work. However, how do these differences originate in both sexes?

Yet, answers to this question gauge androcentric views on gender. The peripheral role that women undergo in society encourages males as being *"the norm and as the standard against which all people are compared" (*O'Brien, 2009, p.713). So, women who act in disaccord with androcentric norms, beliefs, and attributes are strappingly fingered as disobedient, inferior, and inaccurate. On the other hand, androcentric views may treat man as the representative human being who is universally conventional whereas females as taking one part of this representation. Women's life has been faintly wrapped in ambiguity, vagueness, and always being fingered. Their lives have been shrouded with falsification. These representations about women over years and decades characterize them as frail, dependent, serving, unbalanced, emotional, and subjected. Such aspects are

fair enough to make women struggle with this world that constantly holds up one side; an androcentric world.

Our knowledge about the world is constructed through our perceptions which are limited to the social groups we belong to. However, perceptions of privileged individuals differ from marginalized individuals in the hierarchy. As far as gender is concerned, women and men are likely to develop particular skills, attitudes, ways of thinking, and understandings of life as a result of their membership in socially constructed groups (Collins, 1986; Harding, 1991, 1998; McClish & Bacon, 2002; Wood, 2005). In other words, men and women construct their realities through the activities and experiences they go through. However, these roles and perceptions create a system of hierarchies in a society where inferior groups, such as women, try to understand their perception along with the superior group's perception for the purpose to survive whereas the latter work to keep their status in the hierarchy.

Nonetheless, a shift from gender socialization to gender construction has long ceased to be a matter of controversy. It has become a truism to refute the idea that gender is controlled through social norms but in fact, it is a norm by itself. The latter is standardized and normalized in anticipation of other social practices. Gender as a relational category and a performative act is produced by and produces social norms through the recognition of others. Therefore, we become gendered beings according to the way individuals identify each other and for what purpose. This process is livable based on its remaking and the social determination of the term gender as well, as Butler says:

> *Gender is not exactly what one "is" nor is it precisely what one "has." Gender is the apparatus by which the production and normalization of masculine and feminine take place along with the interstitial forms of hormonal, chromosomal, psychic, and performative that gender assumes. (2004, p. 42)*

It is also a consensus that we are dependent on others for our existence. The self does not penetrate this world with its ego solely but holds in its counterpart the recognition of others with their positive and negative features. The process of normalization is tightly linked to the socio-political institution and the determination of gender with masculinity and femininity as being naturalized to men and women. However, the possibility to transgress this institution means to have the power to change the norms and to get rid of the social recognition; otherwise to disguise behind an alternative (Butler, 2004, p. 42). These views towards gender are eventually critical and they often have a political frame.

A woman who may think twice to do something or behave in a certain manner rather than a man who may behave as freely as he could reflect in one way or another how dominant groups in society form their social, political, and cultural institution which applies emblematic effectiveness on inferior groups. The way people, or rather dominant groups, behave or interact may index the way they think and the way they enact a set of principles and beliefs which become naturalized in society, and so, is the aim of critical theorists of the gender they would like to invest. Wood asserts that

> *Critical theorists are particularly interested in identifying how dominant groups manage to privilege their interests and perspectives and impose them on less powerful groups. At the same time, critical theorists want to understand how oppressed groups become empowered and, in some cases, change dominant patterns and perhaps the ideologies that underlie them. In this sense, critical theories have a political edge. (2009, p. 55)*

So, it is critically important to understand people's choices of what sorts of beliefs they articulate, why some of them and not others, and how they are made recognized. It is also imperative that we should investigate the sources to these principles and the way our choices categorize subject positions, Meaning, how we position ourselves in front of

others and vice versa. This process makes the notion of gender "a practice of improvisation within a scene of constraint" through which "one does not "do" one's gender alone. One is always "doing" with or for another, even if the other is only imaginary." (Butler, 2004, p. 1). Moreover, it shows the extent to which people's desire and love of making a profit is linked to the power of classifying society into recognizable and unrecognizable principles, behaviors, and all the norms that articulate in it.

1.3. Rethinking gender and culture

Every individual in society is closely joined to a family not only through blood but through mutual emotions, beliefs, concerns, traditions, values, and thoughts. Every individual is linked to several groups in a society tied to it through communal residency, shared interests and goals, and holding one single history. The social contour where individuals grow and live is figured by cultural lines. Thus, members of society are strongly tied to cultural norms which have an immense influence on their thinking, attitudes, and deeds.

When we refer to literature, music, plays, and other creative pieces of work, we might have flashbacks about culture. However, the word 'culture' has rather broad implications including the beliefs, practices, and the construction of minds and identities. Culture defines social boundaries and shapes the way we think, live, and behave. This complex system makes it difficult to parse out the spiritual standards that characterize society in general and individuals in particular. Culture lingers in every human's mind and soul operating his knowledge and experience. Culture as being code-shared by social actors is inherently embedded in the affluence and livability of collective life. Wood suggests:

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> *A culture is made up of structures, primarily institutions, and practices that reflect and uphold a particular social order. They do this by defining certain social groups, values, expectations, meanings, and patterns of behavior as natural and good and others as unnatural, bad, or wrong. (2009, p. 30)*

Culture embraces every single element in daily life including genres of clothing, language, job, food, family structures, and art forms. Hence, individuals are not born with culture but rather learn it through social practices. In addition, culture displays a social structure by means of defining a framework of roles and relationships. Individuals, then, adhere to and stick to the rules of a specific culture. However, it is worthy to note that culture is not static. Though it cuddles shared understandings of life in general, culture changes over time through the different choices that we accept, modify, or reject. (Wood, 2009, pp. 24-25)

Culture is collective and, simultaneously, a unique body that distinguishes social groups (Hofstede, 2011, p. 3). As such, any culture holds in its counterpart specific aspects of life which differ according to discrete perceptions and experiences. As we move from one society to another cultural shift, ultimately ensues in a variety of individuals. Therefore, Hofstede (2011) proposes a set of dimensions underlying cultures including (a) power distance; (b) uncertainty avoidance; (c) Individualism vs. collectivism; (d) Long-term vs. short-term orientation; (e)indulgence vs. restraint; and (f) Masculinity vs. femininity.

Masculinity and femininity as the focal aim of our study, according to Hofstede (2011, p. 12), refers to "the distribution of values between the genders which is another fundamental issue for any society, to which a range of solutions can be found." This dimension studies how gender meanings defining women and men's roles, emotions, and attitudes are distributed in society and how these meanings fluctuate from one society to another. Respectively, Wood quotes:

> *What gender means depends heavily on cultural values and practices; a culture's definitions of masculinity and femininity shape expectations about how individual women and men should communicate; and how individuals communicate establish meanings of gender that, in turn, influence cultural views. (2009, p. 21)*

Potential outlooks about roles and values given to women and men are mainly shaped by culture. Whether to support a family caring role or to endorse responsibility for managing, protecting, and decision-making is dispersed within a society according to the cultural views towards these practices. Moreover, potential relationships between women and men in society are further shaped by cultural views and the way these relationships are articulated in society also depends on individuals' perceptions which are explicit in behavioral performances and reactions which, in turn, characterize and persuade cultural views.

1.3.1. The influence of culture on gender dynamics

Culture is unquestionable and unchangeable. No individual in any society has the power to change cultural norms. Culture has the power to decide how life should be lived in a particular community with definite standards and conventions. Yet, the same applies to gender concerns where we find denotations proper to masculine and feminine issues defined by culture per se. Likewise, gender meanings are not instantly fluid but can possibly change over generations who convey a novelty of thoughts and perceptions. In that order, Tripathy infers:

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> *To give absolute determining power to culture, as in much of the gender literature, not only questions the functions of biology, but also puts culture beyond the reasonable scope of criticism. One of the reasons why culture is not put into question, or believed to suppress human agency, is that it is used synonymously with tradition, somewhat fossilised and frozen in time. It is implied that there is nothing that the individual can do to question or change it. (2010, p. 115)*

We may think that there is a propensity of an enormous diversity of cultures because traditions differ from one society to another. However, mostly all cultures hug particular aspects of gender meanings in the same way they define racism, ethnicity, or citizenship. So, these consistent views drop into a 'cultural essentialism'. The latter proposes natural characteristics of masculinity and femininity in any society. There is a consensus that women cannot bury a dead relative in the underground which is not biologically confirmed but because reciprocal beliefs were shared from the very beginning and people began to behave intrinsically as men are eager to bury dead people than women. Hence, Tripathy claims:

> *Although gender experts acknowledge different constructions of femininity by different cultures, they somehow believe that specific cultures produce their notions of gender uniformly, thus falling into a kind of cultural essentialism. Although they acknowledge the difference of cultures at a broad level, they tend to see particular cultures as fixed and so fail to see its constructed nature. (2010, p. 115)*

Meanwhile, some studies suggest that only women are subject to culture. Meaning, culture does not influence both sexes but women in particular. This claim is

shown in the constancy of the meanings given to masculinity which do not change overtly through time. In reverse, attributes appropriate to female representation alter from one culture to another and are always revisited through time, perhaps, due to the incessant struggle to revolutionize these meanings and perceptions. This idea brings about the uniqueness of the masculine identity and, hence, a denial of the female conception. In the same vein, Tripathy asserts that

> *Although it is acknowledged that different cultures construct different ideas of femininity, the conventional understanding of men and masculinity is one of uniformity and singular formation. This means that women's attributes across cultures may be different, but men in all cultures are the same. Feminine universality may be a myth, but masculine depravity is a given; feminine identity may be culture-specific and hence local, but masculinity is immutable. (2010, p. 120)*

The power of culture lies in the way it determines priorities and, so, makes gender problematic. Significantly, challenging needs call for the separation of masculinity from power relations and formulate masculinity and femininity equally under one single umbrella as being both questioned by cultural norms. That's to say, while women tend to play different roles in different situations, men's roles cannot remain static upon making a profit in society as a whole market. Although culture influences gender dynamics in any society, women's life cannot be subordinate to men's mercy but should seek their interest in constructing an independent identity and a self-regulating regime.

1.3.2. Beyond innateness: Areas of gender difference

So many questions and tacit postulations about the way men differ from women and vice versa pose serious social inequalities. This dilemma raises considerable doubts in regard to the privileges that women noticeably have less. These differences between

men and women throughout many cultures and societies include differences in social roles, emotions and relationships, communication, and language. Hence, the daily activities we see from both men and women make gender differences apparent. However, the activities themselves differ from one situation to another.

Though physical and biological motives permeate loads of differential gender roles, the socio-cultural context is the leading motive behind gender differences. Some of the physical and reproductive features assign particular activities to either men or women only. Therefore, in any community which experiences a war or a conflict men become mostly apposite for such defensive actions which are mostly absent in communicative relationships with friends or family relatives. Accordingly, O'Sullivan et al. suggest:

> *These differences appear few in number, and the extent to which these differences are expressed is heavily influenced by the cultural context in which they are found. It is their universal nature that suggests that these gender differences correspond to differential roles of women and men in the process of reproduction because in these cases biology subverts culture.* (cited in, Worell, 2002, p. 56)

As such aggressive behavior is related to the male domain, women can also experience self-protective behavior in intense daunting situations. Yet, consistent with female reproductive aspects, women's acts appeal to communal and supportive behavior ordinarily described in caring for and helping others, especially close relatives. Another fact hitherto unknown invokes a male's supportive behavior which fosters acts of protection and caring. Thus, although some biological features dispense males' and females' roles it remains inclusive of cultural norms to define them.

1.3.2.1. Differences in Communication and relationships

Alongside differing sexual orientation and other rudiments as race, ethnicity, and class, individuals concede various experiences. Certainly, substantial variation within each sex contributes to considerable communicative behaviors and relationships. Then we cannot discuss these differences without understanding a good deal of the communication process. The most common feature of communication is that it is *"dynamic, which means that it continually changes, evolves, and moves on. Because communication is a process, communicative interactions have no definite beginnings or endings."* (Wood, 2009, p. 32). Meaning, communication is neither pre-planned nor it is prearranged within time and place.

Communication enrolls in a particular context where interaction takes place. Interaction is affected by 'who' is speaking to 'whom' and about 'what'. Therefore, another aspect of communication is that it is systemic (Wood, 2009, p. 32), i.e., all parts of communication are interrelated with each other. So, meanings are ascribed to who is speaking in relation to the other interlocutors in the communication process. Communication is also affected by our emotions of likes, anger, stress, tire, and disgust. Thus, it rather requires reflection upon what is said and done within cultural constraints. Wood adds that

> *The premise that we create meanings through interaction with symbols implies that the significance of communication is not in words themselves. Instead, in the process of communicating with one another, humans create meanings. Our verbal and nonverbal behaviors are not simply neutral expressions of thoughts; they imply values and judgments. How we express ourselves influences how we and others feel about what we communicate. (2009, p. 32),*

It is worth noticeable to say that some communicative relations change over time because of the cultural meanings given to them. Relationships between men and women change in terms of interaction, ways of speaking, and reacting. Some years ago, for example, it would have been offensive for a woman to intervene in things appropriate to men only as traveling for long distances alone, mate selection, self-independence, affectation, and so on. Wood asserts:

> *The premise that we create meanings through interaction with symbols implies that the significance of communication is not in words themselves. Instead, in the process of communicating with one another, humans create meanings. Our verbal and nonverbal behaviors are not simply neutral expressions of thoughts; they imply values and judgments. How we express ourselves influences how we and others feel about what we communicate. (2005, p. 35)*

Yet, in communication, we cannot classify men and women into groups because they sometimes share the same aspects via their verbal and non-verbal communication. As such, terms of motherhood and parenthood differ according to what we see from a mother or a father. A man or a woman who interacts carelessly with their children cannot be given the meanings of motherhood and parenthood.

1.3.2.2. *Emotional differences:*

It is worth noting that emotional expressions such as physical responses, facial, and behavioral reflections converse a kind of communication among individuals. They most often tend to undergo persons in the communicative process, change or discontinue a particular performance or an emotional flaunt. Garner and Estep as cited in, Worell suggests:

> *The major premise underlying this view is that social interactions are not devoid of emotion and, as such, emotions are one of the primary means through which individuals communicate with one another. One's own emotional expression may also play an important role in obtaining desired responses from others. This means that to interact effectively, individuals must be aware of their own and others' emotions. (2002, p. 391)*

The first thing that comes to our minds at the mention of the word 'emotion' is feelings, affection, and sensitivity. Feelings and emotions differ from one person to another apropos to personality traits. Some people link sensitive feelings to weakness and strong feelings to strength. Some other people relate feelings of love, care, and joy to women while feelings of severity and control are merely associated with men. Yet, not only do popular views exhibit emotional differences in males and females but also scientific research reveals gender comparisons on emotional expressivity. Respectively, Garner and Estep adds:

> *Specifically, girls and women are believed to express more happiness and joy and dysphoric emotions such as sadness and fear more often and more intensely than men and boys. On the other hand, males are frequently described as inexpressive, except when it comes to the expression of anger, particularly when the target of that anger is a female. These stereotypes persist regardless of whether women and men are asked about their internal experience of emotion or about their style of expressing emotions to others. (quoted in Worell, 2002, p. 393)*

Emotional expressivity is occasionally affected by the way people define themselves as masculine or feminine. Perhaps persons with a masculine uniqueness and solid personality undergo feelings of independence, rigidity, and self-control to be more secure. Likewise, people with feminine identities may often create strong emotional relationships with the same sex than men (Walker, 2004; Winbush, 2000 as cited in, Wood, 2009, p. 166). Women also emphasize intimacy and interconnectedness with other individuals within the family which they find difficult to make with men outside the family due to some social norms or their feminine identity. At the same time, men may witness an emotional openness from partners, female friends, mothers, and their children.

1.3.2.3. Social roles

Every time people do something that is what a typical man or woman would do happens to be a question of habitude and familiarity as gender roles have passed over generations. Over years, we have been taught that women are good in housekeeping, such as cooking, dressmaking, and growing children while men work outside to afford the money and hold the entire responsibility and power upon their family. While these common ideas appear unquestionable in any society, they pretense facts that inquire about who has much more significance within his/her roles. Worell asserts that:

> *The different positions of men and women in the social structure that result from this division of labor yield sex-differentiated behavior through a variety of proximal, mediating processes. One such process is the formation of gender roles, by which people of each sex are expected to have characteristics that equip them for the tasks that they typically carry out. Gender roles, along with the specific roles occupied by men and women (e.g., occupational roles), then guide social behavior. (2002, pp. 1069-1070)*

This division of labor between men and women is caused by physical, ecological, and cultural factors. Sex which refers to the biological determination of a man or a woman emphasizes the performance of certain activities. As is common in any society, men are

characterized by a strong body that allows them to perform hard work. Then, the ecological nature of women makes it impossible to change the role of women in childbearing and doing domestic labor as well. However, much of the roles given to men and women are predetermined by gender as a cultural necessity that changes from one society to another. In the same vein, Worell further adds:

> *The distribution of men and women into social roles is in turn a product of (1) the variable factors represented by the social, economic, technological, and ecological forces present in a society and (2) inherent sex differences represented by each sex's physical attributes and related behaviors, especially women's childbearing and nursing of infants and men's greater size, speed, and upper-body strength. (2002, p. 1069)*

The different positions of men and women in society contribute to a division of labor. One such division is the construction of gender roles, by which people of each sex are expected to have characteristics that equip them for the tasks that they typically carry out. Gender roles, along with the specific roles occupied by men and women, say occupational roles, guide social behavior. In brief, social role theory argues that sex differences in behavior are a function of gender roles and other proximal causes, which in turn arise from the distal causes that define the positions of women and men in the social structure.

1.4. Implications of gender studies in the teaching/learning process

In the educational circle, culture is a key component in Foreign Language teaching which goes beyond enhancing the linguistic competence of the learner. Hence, teaching a foreign culture goes via teaching a foreign language. One of the most important insights in teaching language is developing our understanding of culture as well as its position within language teaching. Thus a comprehensive understanding of culture has a profound

influence on the teaching process. Kumaravadivelu (2003) distinguishes between 'Culture' and 'culture' asserting that:

> *The former is a relatively societal construct referring to the general view of culture as creative endeavors such as theater, dance, music, literature, and art. The latter is a relatively personal construct referring to the patterns of behavior, values, and beliefs that guide the everyday life of an individual or a group of individuals within a cultural community. (2003, p. 267)*

Culture can be seen from different perspectives. One perception of culture in which it is understood is a body of knowledge that we have about a particular group of people or a community. This body of knowledge embraces intellectual artifacts and masterpieces; information about places and races; facts about events and symbols; or knowledge about lifestyles. Therefore, the teaching process may consider this aspect of culture to be taught to learners in the form of memorized information and rules. However, culture has a vital role in the way everyday behavior, personal values, and beliefs are interpreted. When translated into language teaching and learning, *"it became part of what Michael Byram (1989) has called "the hidden curriculum", indirectly seeking to create in the learner an empathy toward and an appreciation for the culture of the target language community"* (Kumaravadivelu, 2003, p. 268). This personal view of culture makes learners reflect on diverse meanings and processes.

In thinking about how to teach culture, several studies have voiced concerns about the ways it is taught as facts or as processes (Doris Teske (2006); Kumaravadivelu (2003); Rosewell et al. (2007); Stern (1992); Tannen (1992)). One of the most important insights in the teaching of culture is that presented by Stern (1992) which includes a cognitive, effective, and behavioral component (Kumaravadivelu, 2003, p. 268). Culture can be regarded primarily as a body of information incorporating knowledge about groups of people within their national and regional identities, social class, and ethnic minorities;

understandings of daily routines, moral, and religious beliefs embedded in them. The affective component concerns the learners' interest to have a profound awareness of the target culture as well as its native speakers' perceptions. Finally, the behavioral component makes learners eager to synthesize, interpret cultural behaviors, and communicate ideas apropos the target culture as well.

Apart from different points of view, Rosewell et al. (2007) suggest that *"culture and language cannot be divided and seeing them interwoven leads us closer to a more informed understanding of the learner"* (as cited in, Johnson & Chang, 2012, p. 20). Hence, culture has taken a primary position in foreign language teaching and learning as it has been extensively assumed that language is used as a means through which culture is presented. However, it is generally acknowledged that language includes not only aspects of grammar, phonology, and lexis but also reflects some features of culture. In addition, the greatest challenge facing most EFL classes is students' disabilities to use language appropriately in context though they are most knowledgeable about its rules. Therefore, teaching single structures of language besides a body of information about a certain culture does not inevitably direct learners' insight as recognizing silence, intonation, conversation themes, and expressions as speech act functions such as apologies, suggestions, complaints, acceptance, and refusal.

In the classroom there is always an inherited culture; a culture that learners and teachers bring with them. Therefore, teaching a second culture; however, does not imply the absence of the mother culture in the classroom. Learners' identity which has a constellation of variables: ethnicity, religion, age, social profile, and gender affect their perception of the target culture. Hence, it is reasonably required to develop in the learner a 'critical cultural consciousness' which *"involves constant and continual self-reflection guided by one's value system sedimented from one's cultural heritage."* (Kumaravadivelu, 2003, p. 285). Accordingly, enhancing such aptitudes will help learners bring their own culture into perspective.

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Throughout his long career in cultural studies, Doris Teske (2006) pinpointed the claim for acquiring cultural "awareness and reflexivity" (Teske, 2006, p. 27) in teaching a foreign language. Learners, thus, should develop the skills of describing, recognizing, and discovering cultural patterns as well as reflecting upon ideas, intentions, and different postulations. Furthermore, throughout his articles and researches, he tends to explore different approaches to enhance cultural learning in the foreign language classroom. Accordingly, he suggests that:

> *Cultural Studies being very diverse, research objects could consist of manners of speech, a text or a group of texts or different media formats, e.g. feature films, documentaries, soap operas, cartoons or posters, photographs, paintings or caricatures. In addition, fashion, design and architecture, food, sports, and music can be analyzed when researching certain social groups, national identities, or how individuals express identity. (2006, p. 28)*

Thereby, if we go by the first half of the quotation above, culture teaching/learning is bound to two sorts of tools for enhancing culture learning: *text analysis* and *semiotics*. The former constitutes a formal analysis of texts whether fictional, realistic, or media. Indeed, text analysis brings an immense quantity of cultural meanings; but should reject the view of seeing reading as the passive acceptance of one single meaning per text. A text is constructed, deconstructed, and reconstructed through different processes as it includes not only language but also racial, religious, ideological, ethnic, and gendered identities. The latter focuses on various kinds of signs and how they contribute to the creation of meaning in pictures, songs, cartoons, dress codes, photographs, and so on.

Offering further research about gender-specific issues connected with aspects of foreign language teaching and learning, Teske (2007) conducts a study about the interrelationships between gender, task type, and content for filling a gender gap of learning achievements in the FL classroom. His pilot study pinpoints, in particular, the

choice of tasks in relation to the gender divide which shapes learners' learning styles and interests, and investigates the importance of these tasks for girls and boys. In his research, he claims:

> *While the number, importance, and role of determining factors in language learning remain unclear, certain aspects of classroom interaction, teaching behaviour and attitudes have not been studied: little research, for example, has been done concerning the different formats of teaching and different tasks. It remains uncertain whether these could have a major influence on the FJ achievements of boys and girls. (2007, p. 93)*

Both males' and females' social roles lead to different contents and pedagogies. Therefore, the teaching paradigm explores how interaction and learning styles of both sexes influence the learning process. Furthermore, as both sexes are influenced by inherited cultural norms, they hold different attitudes and perceptions. These factors become appealing provided that we take into account the learning strategies and teachers' behaviour for better learning achievements.

In spite of the fact that gender studies are rather massive and remarkable, only a limited number of research has voiced concerns about issues related to gender and teaching a foreign language (Doris Teske (2007); Julia Batters (1986); Eva Alcon (1994); Jane Sunderland's (2000); Robert Politzer (1983). Some studies focus in particular on the role of participation and gender in second language classroom interaction (Helen Decke-Cornill, 2007). Her research presents a quantitative and explorative study about gender-specific behavior and discourses in classroom interaction (Decke-Cornill & Volkmann, 2007, p. 11). A number of research findings show that "boys dominated in oral communication" while some others suggest that "girls as the more academic students" (Sunderland, 2000, as cited in, Cornill, 2007, p. 79). Although these studies have bearing importance, they cannot be comprehensive for all language classrooms. This is because their findings are rather contradictory.

1.4.1. Teaching Culture through Gender-Specific issues

As previously explained in this chapter, Gender as a 'socio-cultural construct' is differentiated from gender's biological sex. This notion of 'gender', however, has become an important part of cultural studies and other related disciplines. Gender Studies contends with the analysis and criticism of unequal gender relations which float through the inherited believes of every society. This field of study exists so as to correct the imbalances that have been created by powerful groups at the expense of less powerful ones. Gender studies investigate the sources of the different norms and patterns of behavior associated with masculinity and femininity which come into being. It also explores the foundations of some stereotypical models of men and women, the way they change over time, and the influences they have on members of society.

In fact, Gender Studies have found their way into most domains of academic research and teaching pedagogy. Although they haven't been widely addressed in foreign language teaching and learning, only a limited number of research deals with gender issues in the foreign language classroom since gender is seen as a cultural construct that intersects with "race, ethnicity, class, sexuality, (dis) ability, age, and social status in framing students' language learning experiences, trajectories, and outcomes". (Norton & Pavlenko, 2004, p. 504). These variables make gender a key topic within educational theory, research and practice.

Promoting diversity in foreign language classrooms holds a metaphoric challenge not only to make learners reflect upon their own identity but also to question the assumptions that others formulate. Therefore, teachers opt to engage learners in critical reflection by incorporating gender concerns into already foreign language classes (Norton & Pavlenko, 2004, p. 504). Looking into these issues aims at raising awareness about gender differences and relations in essence.

Learners are faced with all kinds of gender representations in their daily life. They are often addicted to specific rules of gendered behavior and lifestyles. As such, the pink

colour is mostly preferable for girls whereas the blue for boys and even the kinds of toys they are supposed to play with from infancy. These norms are socially and culturally agreed upon in the family, with peers, and at school which influence (self) concepts of gender. Therefore, developing gender awareness is an important aspect of foreign language learning. Similarly, the students identify gender stereotypes in the target culture as well as to inquire about their own and others' perspectives on gender-related issues. Accordingly, Konig et.al claim

> *The foreign language itself can facilitate the teaching of the topic of gender and vice versa. This is due to the circumstance that gender is not only an issue of controversial debate but also a topic that is closely related to student's everyday life and identity. (2016, p. 21)*

The foreign language can function as accessible to gender-related issues and stereotypes. Talking about sensitive topics can be easier in a foreign language. It also provides a chance for learners to discuss and negotiate sensitive topics in a distant way as they can in their first language and, thus, enables more open, free, and neutral perceptions. Since gender might be a sensitive topic in the mother language, the foreign language can also function as a means to deconstruct stereotypes and to think about other alternatives and ways of thinking to deal with gender-sensitive situations. Besides other subjects, the foreign language aims at *"accessing new cultural contexts- which can result in a changed perspective on hitherto unquestioned certainties"* (Konig et al., 2016, p. 22) which in return lead to inter-cultural learning. Learners, therefore, exert at comparing cultures and lifestyles and recognizing similarities and differences. Konig et al. assert that,

> *On the one hand, this can motivate learners to engage in authentic communication in the foreign language. On the other hand, the fact that gender is personally relevant is not only an advantage: along with the risk of devaluation in case of non-*

conforming behavior, this personal involvement can also trigger fears or even resistance in learners when it comes to dealing with the topic in the (not always voluntary community of the classroom. In this case, approaching the topic in a foreign language can help to create a distance from the immediacy of one's own linguistic environment (cf. Decke-Cornill 2009, p. 14)

All that is taught inside the classroom, in fact, reflect everyday world realities. Moreover, it is a matter of debate and controversy to propose the cultural element as a mediator between the teaching/learning process and awareness of others' perspectives. Another pertinent aspect is the methodological modes teachers enhance to promote cultural awareness in the EFL classroom. As foreign language teaching has its origin in the Anglo-Saxon cultures, it provides the opportunity to read authentic material about the topic from a real-world context in the EFL classroom. While gender cannot be separated from cultural studies and, hence, from the educational pedagogy it can be studied explicitly as well as implicitly in relation to other topics.

1.4.2. Creating awareness of gender through literature

While it is claimed that second language students ought to be taught content modules such as literature and history, it, to a lesser or greater extent, contributes to the successful learning of the target language along with its social and cultural perspectives. However, this claim would not be achieved without providing students with the tools of understanding and reflecting on others' norms and attitudes. It is, in a way, a burden of teachers to acquaint their learners with the ways of looking at these people's norms, values, beliefs and so their cultures.

Approaching gender issues through texts of literature is more appropriate than roaming into theories and speeches about men and women which often hold opposing views about the topic. Dealing with this topic should thus have a permanent place in the foreign language classroom so as to allow a possible analysis of images of gender mostly

found concealed in a text while at the same time offering students a protective space by providing suitable subjects of discussion in the foreign language classroom *(*Volkmann & Schiller, 2016, p. 114). Thus, the foreign language and the fictionality of the text help learners in dealing with representations of gender identities, differences, communicative relations, and social roles in a safe way. They, in supporting this view, claim that,

> *Part of these competencies entails the ability to understand how texts are constructed according to the category of 'gender'. The 'gendered' meaning we are interested in here includes several interrelated categories, not just how gender is constructed and interpreted according to specific genres, but also how this depends on the backgrounds of history, society, and culture. (2016, p. 116)*

Hence, the fields of Gender Studies, Literary Studies, and Didactics are all brought together to find appropriate methodologies and tasks in order to foster critical understandings of gender in the foreign language classroom. Therefore, teachers and researchers tend to investigate the role of literature in developing cultural awareness and awareness of gender in EFL classes. Planning about the use of literary texts and ways of reading them in foreign language education provides the toolkit for rather effective ways of reading literary texts, focusing on critical understanding in developing cultural awareness and focusing on gender perception as one of the essential aspects of culture as well as across cultures.

In its general term, 'gender awareness' is the ability to view society from the perspective of gender roles, differences, and stereotypes. As a cognitive process, it is our critical understanding and analytical abilities in questioning gender differences in society. Gender awareness is the ability to identify problems arising from gender inequality and discrimination. Volkmann and Schiller assert that gender awareness "consists of insights into how gender is socially acquired, contingent and ambivalent. (2016, p. 119). In the field of literature didactics, they define the term as the awareness of "how concepts of gender are highly influenced by film, literature, narrative, and visual texts." (ibid)

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In the context of teaching literature in foreign language classes, Volkmann & Schiller (2016, p.119-120) suggest ten elements to promote gender awareness for learners summarized as follows:

- ✓ Learners should be aware about the extent to which women's lives have been 'visible' nowadays. Such awareness can be enhanced by incorporating literary texts from earlier centuries to contrast them with women's lives today.
- ✓ Learners should be aware about how gender is constructed in different societies and in different periods. Here, gender is seen as "a community of practice" (Volkmann, 2007, p.)
- ✓ Learners come to see gender as "multiple and fluid". This aspect of gender formations can take part in their intercultural learning.
- ✓ Gender needs to be seen as a social representation.
- ✓ Learners study gender as a linguistic construction. This can be employed through analysis of the language used by male and female characters in a literary text such as the use of adjectives.
- ✓ Learners also tend to see gender about individual agency and contestation. Meaning, they ought to be aware about how one finds his 'gender role' when growing up. In this context, teachers incorporate growing up stories as Hemingway's 'Nick-Adams stories".
- ✓ Gender as "a performative act" (Butler, 1990) can be stressed through analysis of every-day interaction as a result of culture-defined discourse (Konig, 2015, p. 168)
- ✓ Learners are encouraged to discuss literary texts by criticizing or passing judgments to characters, either from a male or female perspective. Here gender is seen as an issue of 'entitlement'.
- ✓ Concepts related to 'male identities' can also be presented in the EFL classroom by addressing critical studies of men and masculinities.
- ✓ Learners can be exposed to analyze gender stereotypes and clichés which result in hostile sexism in literary texts, marked by antipathy and discrimination.

As suggested above, literary texts are emphasized in the EFL classroom to develop gender awareness. In the same vein, this concern has been addressed by a number of foreign language teachers and researchers, including Laurenz Volkmann (2007, 2016) and Werner Delanoy (2007). One of the main arguments for incorporating literary texts within the second language classroom and intercultural education in relation to gender issues is concerned with the fact that works of literature enable the reader to observe the world from diverse perspectives and cherish the diversity of individual perception. The power of literature lies in its unique ability to deeply involve the reader both at a cognitive, as well as emotional level. The subjective world of literary characters might not only fascinate and allure the reader, but also transfer them to a different reality. Therefore, instead of reinforcing dominant views of reality and gender roles, a Gender Studies oriented pedagogy would see its main purpose in enabling students to demystify existing gender concepts. On the basis of enlightened insights into the cultural construction of such gendered images, they could then become active reflectors of their own identities.

The vital role of using literary texts in developing gender awareness has been addressed by a number of foreign language teachers and researchers, including Laurenz Volkmann (2007); Werner Delanoy (2007); and Volkmann & Schiller (2016). One of the main arguments for incorporating literary texts within the second language classroom and intercultural education in relation to gender issues is concerned with the fact that works of literature enable the reader to observe the world from diverse perspectives and cherish the diversity of individual perception. The power of literature lies in its unique ability to deeply involve the reader both at a cognitive, as well as emotional level. The subjective world of literary characters might not only fascinate and allure the reader but also transfer them to a different reality. Volkmann & Schiller suggest

> *Being invited to enter the life and thoughts of a fictional character, if only vicariously, students are offered the chance to perceive another person and her or hid different outlook on life - also on gender- through different eyes, to*

compare this with their own attitudes and to thus broaden their minds. (2016, p. 117)

Laurenz Volkmann (2007) provides a set of arguments for incorporating literary texts into second language education. Yet, his arguments diverge from male-dominated literature and traditional modes of interpretation which were seen as suppressive and too narrowed and as a means of sustaining patriarchal domination (2007, p. 163). Instead, a wider range of texts by women writers is to be included to challenge these exclusive canonical concepts. Thus, foreign language learners should be encouraged to have critical reflections about ways of thinking, acting, and feeling considered appropriate for femininity and masculinity in a particular society. Furthermore, it remains more complex to assign practical questions, choice of texts, and tasks to transform these theoretical assumptions about gender into a theoretical basis of EFL classes. In this parlance, Volkmann argues:

Therefore, instead of reinforcing dominant views of reality and gender roles, a Gender Studies oriented pedagogy would see its main purpose in enabling students to demystify existing gender concepts. On the basis of enlightened insights into the cultural constructedness of such gendered images, they could then become active creators of their own identities. In other words, this Critical Pedagogy aims at fostering the individual's ability to gain power and control over the (gender) choices that he or she makes, rather than being controlled by and subjected to traditional, conformist concepts of gender. (2007, p. 166)

However, enforcing women-centered topics and texts requires introducing learners to a body of relevant texts mainly written by female authors as sources for insights into female sensibilities. These texts not only foster women's problems and

conflicts but also encourage emancipation, tolerance, and equal rights (2007, p. 171). They further promote motivational aspects of reading literary texts which enhance personal involvement and enjoyment on the part of the students, thus leading to their increased motivation.

Language, as an important area of gender difference, can spot representations of men and women's verbal interactions. Gendered language is shown in the daily use of language and the standardized use of masculine terms in titles that potentially carry a common gender meaning. This social phenomenon leads to a segregation of women in gender representations. Therefore, the linguistic examination has revealed a number of key areas of grammar and vocabulary where gender is exhibited through language including personal pronouns, titles, and occupational terms which often convey negative attitudes and stereotypes about women. However, such language bias is not only shown in everyday communication but also found in different text genres as literature, which will be further explored in the second chapter of this work. Hence, Volkmann has discussed these issues in the foreign language classroom asserting:

> *Gender is not just a social, but also a linguistic construction, and this can be revealed by tasks asking students to analyze how men and women, girls and boys are described in literary texts, what linguistic markers, for example, adjectives, are used in a literary text. (2016, p. 120)*

It is worth noting that students should be given potential tasks and activities that have practical effectiveness to promote gender awareness and cultural learning. Such activities should consider the way androcentric norms are addressed and whether female roles are devoiced and trivialized through language use. The objective is to *"expose myths about femininity and male-dominated concepts of female identities"* (Volkmann, 2007, p. 169). Additionally, text authors, mainly female ones, should be explored and further analyzed for text content. The clear-cut of expanding interests in female sensibilities

including authors and characters will noticeably make learners acquire the social and cultural skills in learning a foreign language.

1.5. Conclusion

This chapter provided a theoretical background about approaching gender-related issues and their relevance in promoting cultural learning in the EFL classroom. The first part of the chapter was devoted to gender conceptualization. Then, the researcher set the background for teaching culture in the EFL classroom with the possibility to clinch gender as a component in enhancing cultural awareness. In the meantime, a number of previous studies and research that debate the incorporation of literary texts into the EFL class were introduced to shed light upon male-dominated literature, women writers, and gender representation.

CHAPTER TWO :

Rationale for Gender and Transitivity in Literary Discourse

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2.1. Introduction

Chapter one was devoted to gender and cultural studies in foreign language teaching and learning. The second chapter further seeks to set the theoretical drive of the research at hand. This chapter is concerned with a range of issues that aims to account for the study of gender through language. At first, it presents a number of controversial studies that explore gender and language use. Several arguments are introduced to expose the contribution of discourse analysis in the study of gender. Such arguments are referred to in the context of teaching literature. The chapter, thereafter, endeavors to introduce the transitivity framework as a language-based system. As this framework is widely used to analyze the language of speakers and writers, we shed light on the essence of its use to scrutinize representations and investigate interactions between characters in texts of literature as well as the possibility to offer visualizations about gender.

2.2. Accounts of Gender and Language Use

Language is the sole means through which our thoughts can be transmitted. Trying to find in words a way out of expressing thoughts, feelings, and attitudes towards others, would bracket our belief that words are the garment that outfit every individual interaction. Remarkably, assigning meaning to suchlike utterances is mostly intentional between or among agents in the communication process. The first side in the communication process is the speaker/writer as the originator of the allotted utterance whereas the hearer/reader is to whom this meaning is addressed. However, it is also noteworthy that whatever utterance can be understood differently by different persons, undoubtedly; can be further conceived differently in different contexts.

Agents in the communicative process whether males or females may have bearing effects on such interactions which most often swell up to become a social issue. Several studies (Deborah Cameron 1995; Lakoff 1973; West & Zimmerman 1987) have voiced concerns about males' and females' differences in interaction and representation in society which became a polemic philosophical debate. These studies may share in common the belief that across mostly all known societies; a cultural force is working against women as a group in a stereotypical manner that may come out from the other sex—men. This view is highly confirmed by the

feminist research which, through time, has pointed to a range of cultural and social discrimination against women whose main figure is language use among a plentiful of diverse reasons. Burman and Parker (1993, p. 1) argue:

> *Language contains the most basic categories that we use to understand ourselves; affecting the way we act as women or as men (in, for example, the sets of arguments that are given about the nature of gender difference deployed to justify inequality), and reproducing the way we define our cultural identity (in, for example, the problems and solutions we negotiate when we try and define who we are as a member of a minority group). (quoted in Christie, 2000, p. 45)*

Therefore, approaching language from a feminist perspective makes it possible to probe gender differences in two main areas. On the one side, it allows us to attach meanings to the different sorts of behavior made by men and women. On the other side, it helps us to discern the markers of gender identity in a society. Lakoff (2003, p. 162) writes: "*We have different expectations about the way men and women should (or do) conduct themselves linguistically".* This means that gender studies from a linguistic stance have diverse aims through which it seeks to answer questions about the way women are represented in a language system, and; therefore, in a particular society, and how women's linguistic behavior and attitudes differ from that of men.

Feminist linguistic studies are highly dynamic as they witnessed a number of theories that have come with different views. Theories of gender and language use have values for current feminist linguistic research, privileging certain forms of feminism in their study of language and gender. Such theories can be classified according to three significant bodies of feminist thought that emerged in the late twentieth and early twenty-first centuries: deficit and dominance feminism; difference feminism, which considers gender difference as their starting point and focuses on the position of women within structures of gender; social constructivist

theory. Although a rough chronology could be imposed on these frameworks, they remain in active use and development by feminist academics and of various stripes including, sociolinguistics, language teaching, discourse analysis, cultural studies, and others.

These theories launched their interests in feminist issues in the 1970s when scholars begin to question both the identification of male norms as human norms and the biological determination of women's and men's behavior. Thereafter, a theoretical scaffold distinguished biological sex from socio-cultural variables in the conceptualization of gender (already discussed in chapter one). Early language and gender research tended to answer some questions as (1) why do men and women talk differently? (2) How do women speak? (3) How do gender differences in language use create social inequality? Further research extends to include discourse analysis and gender from a critical perspective.

The idea of 'gender differences' in language as an abstract system has, subsequently, shifted to include not only gender-related patterns of language use but has also embraced the idea of language as a lens through which to view social and political aspects of gender relations. The construction of masculine and feminine identities within and across both sexes is thoroughly fluid and changeable rather than submissive to a fixed notion of gender. This is because the meanings of how to be a man or a woman change from one generation to another. It is, as well, worthy to say that the analysis of such meanings focuses on context and variation. Hence, the study of gender and discourse tends to develop theoretical tendencies in investigating the gendered discursive practices where language is the sole means to promote such practices in creating social and cultural identities. Regarding the power of language, Bucholtz (2003, p. 58) describes it as "*a primary force for the production and reproduction of ideology – of belief systems that come to be accepted as 'common sense'*".

2.2.1. Deficit and Dominance Accounts

As language was the main focus of early feminist movements in the 1970s, their works led to the 'deficit and dominance approach' which ascertains the negative evaluation of women through the daily use of language, which has an ultimate consequence on women's political and

cultural subordination to men. Hence, women's linguistic meagerness which is *"constrained to use ''powerless'' language, ways of speaking that simply are not very effective in getting others to think or do what the speaker wants them to"* (Eckert, P., & McConnell-Ginet, 2003, p. 159) is an attribute to societal inequalities between men and women; whereas, men's conversational deficit theory appears to reflect the wider political and cultural portions. Lakoff (1975), who is the pioneer of the dominance theory, argues that women's language is marked by powerlessness and tentativeness, expressed through the use of inessential qualities, which effectively disqualify women from positions of power and authority. In this vein, Penelope Eckert and McConnell-Ginet explain Lakoff's point of view asserting that

> *She was arguing that in positioning themselves as women, in taking up a certain place in the gender order, those who made use of the various resources she identified were also positioning themselves as powerless, were rejecting positions of authority from which they might successfully launch their meanings into discourse with a reasonable hope for their success. (2003, p. 159)*

Moreover, Lakoff claims that women's language is deficient (Eckert, P., & McConnel-Ginet, 2003), mainly shown in their uncertainty and shyness. Women's language as indicated by Robin Lakoff (In. Mary Bucholtz, 2004) is characterized by: (1) the use of weaker expletives in comparison to men; (2) a polite language; (3) Triviality of women's topics; (4) the use of empty adjectives and tag questions more often than men; (5) uncertainty through the use of the question intonation pattern; (6) the use of intensifiers and Hedges; (7) insufficiency in telling jokes. Therefore, such features affect women's social status. Lakoff argues:

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> *The ultimate effect of these discrepancies is that women are systematically denied access to power, on the grounds that they are not capable of holding it as demonstrated by their linguistic behavior along with other aspects of behavior; and the irony here is that women are made to feel that they deserve such treatment, because of inadequacies in their own intelligence and/or education. (2004, p. 42)*

However, these claims have been empirically studied by other researchers so as to verify the accuracy of Lakoff's approach. This resulted in many of the claims being refuted. Some critics think that language use is characterized by 'multi-functionality. In other words, some of the features, such as tag questions and intonation, may *"serve to connect the speaker more firmly to others" and hence will "strengthen a speaker's position by enlisting social support for the speaker and their ideas and projects."* (Eckert & McConnell-Ginet, 2003, p. 160). Furthermore, women's way of speech is often connected with tentativeness shown in using hedges. Yet, women's use of expressions as 'I think, perhaps, etc.' renders their sociability and warmth as major aspects of their feminine identity.

Her works on the dominance approach, however, are not without reviews. Lakoff's suggestions have directed much attention to many other linguistic trivia that, and as previously noted, have been characterized by multi-functionality through the flow of a host of daily conversations. Social status is, without a doubt, one of the variables behind the use of such linguistic aspects, presented by Robin Lakoff, rather than the speaker's sex (William O'Barr and Kim Atkins (1980). This study, which took place in courtroom testimonies, suggests that *"what Lakoff had identified as ''women's'' language really was ''powerless'' language in the sense of being used by those with relatively little power, but it was not necessarily gendered"* (1980, p. 160). In the meanwhile, they also noticed that *"jurors were more likely to believe that testimony if it were delivered in the more direct, less hedged, style associated with people in authority. (Men in this study were overall heard as more credible than women)"* (1980, p. 160). Yet, although Lakoff's claims about gender and the use of some language forms have been widely rebutted her pioneering work directed so much attention to the critical issues of

power in the interaction of language and gender. Furthermore, the use of these linguistic forms can be also central in the study of gendered identities and relations.

2.2.2. Difference Theory

Probably the most influential figures of the 'difference' theory are Maltz and Borker (1982) who presented a comprehensive study about men's and women's language and the way it differs in cross-sex (miss)-communication. This theory is developed as one of the schools of thought that emerged in the 1970s and 1980s besides 'deficit and dominance' but with different perspectives. While former theories focused in particular on women's language, the 'difference' approach to gender and language use highlights differences between men and women. This is due to the fact that they both grow up in different subcultures and are socialized from an early age into different gender roles. In essence, those who pledge to this theory claim that the reason for the different uses of language is, perhaps, generated by cultural issues. In this respect, Maltz and Borker (1982) assert:

> *Our approach to cross-sex communication patterns is somewhat different from those that have been previously proposed. We place the stress not on psychological differences or power differentials, although these may make some contribution, but rather on a notion of cultural differences between men and women in their conceptions of friendly conversation, their rules for engaging in it, and, probably most important, their rules for interpreting it. (as cited in, Sunderland, 2006, p. 113)*

The cultural approach to male and female differences, primordially, draws upon girls' and boys' socialization which mostly starts from their infancy. In other words, this theory claims that girls and boys grow up in different socio-linguistic sub-cultures (Sunderland, 2006, p. 113) and that the rules they are expected to use are linguistic and para-linguistic tools to try to sustain the communicative goals which, yet, are very different in these sub-cultures. Such differences show up and are often noticed, for example, during playing. It is typically observed

that girls display sensitivity and intimacy with their playmates whereas boys learn to be vigorous and assertive with others. Therefore, these experiences which operate in different social contexts tend to develop different genres of speech and different skills for doing things with words.

Men's and women's speech fluctuate significantly in terms of words and style. Women have a more cooperative and interactional talk, characterized by the topic flow and continuation (Sunderland, 2006, p. 118). They often tend to use minimal responses to presage agreement and engagement with others. Women's continuity in a speech that reflects and asserts what the speaker is saying is a feature of cooperative and friendly talk. Hence, women aim to maintain social relationships, thus their goal of consolidating friendships is reflected in how they talk. This aspect which is seldom used by men makes women think that the other side in the conversation is not listening, contributing to a miss-communication between them. Maltz and Borker (1982) further denote that:

> *What we are suggesting is that women and men have different cultural rules for friendly conversation and that these rules come into conflict when women and men attempt to talk to each other as friends and equals in casual conversation. We can think of at least five areas, in addition to that of minimal responses already discussed, in which men and women probably possess different conversational rules, so that miscommunication is likely to occur in cross-sex interaction. (as cited in, Sunderland, 2006, p. 120)*

In their study of a range of speech actions, Maltz and Borker examine the meaning of questions, linking utterances, topic flow, and shift, problem-sharing, and advice-giving. This study shows that women use questions for the sake of showing maintenance and solidarity while men use them to seek information. Furthermore, women lean more often to link utterances with the preceding ones to show 'explicit acknowledgment of what has been said' (Sunderland, 2006, p. 120). Yet, while women's conversation is characterized by continuity, men prefer to

shift from one topic to another so as to break the boredom. It is also believed that women tend to share their problems with others while men seek solutions and provide pieces of advice. This study brings to a close outcome that *"women speak a language of connection and intimacy while men speak a language of status and independence"* (Alami, 2016, p. 255). Therefore, men approach the world as individuals in a hierarchical social order, while women approach the world as individuals in a network of connections.

However, it would be worth important to state some problems with the 'difference' model as there were with the dominance model. Though "the difference theory" provides both a salient and vivid explanation of cross-sex miscommunication based on misunderstandings from childhood, Deborah Cameron (2006) criticizes the 'difference theorists' for seeing socialization from infancy as the most important gender constructing process. Therefore, she (2006) refers to a set of other versions of the myths regarding men's/women's different speech styles: (a) women are more verbally skilled than men; (b) language and communication matter more to women than to men; (c) Men's way of using language is competitive while women's is cooperative (2006, p. 254).

2.2.3. Poststructuralist feminism

The following dualities: culture/nature, West/ East, self/other, civilized/primitive, men/women through which the whole world is made always demonstrate how relations of power of one term are enacted over the other term. While one side is seen as typical, privileged, and rational, the other side is often seen as subordinate, lacking, and dependent on the other. The scale is not always in a balanced position whereby this duality, men /women, shows the extent to which difference turns to opposition. Such terms are represented in everything such as family, religion, art, and language. This issue was fiercely criticized by feminist post-structuralism. In this vein, Sunderland writes:

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> *As regards the crucial role of language in post-structuralism, Chris Weedon famously characterized language as 'the place where the actual and possible form of social organization and their likely social and political consequences are defined and contested. Yet it is also the place where our sense of selves, our subjectivity is constructed' (2006, p. 27)*

The initial starting point for post-structuralism feminists is that gender identity is not biologically determined but is rather a social creation based on a 'common sense' difference. For Judith Butler (1990), gender is neither a stable nor a fixed category but a notion imposed by society on our bodies. Hence, the body is the only constraint and the personal prison of gender identity. In her famous theory of 'gender performativity', Butler denotes that our gender identities are performed and played out to be observed by society by means of our bodies and behaviour through discourse. Plain and Sellers adds,

> *Something can have an identity or be said to be only if it remains the same through time or is repeated. For something to be capable of repetition, then, it must already have marked out within itself that which might be iterated. (2007, p. 228)*

However, the process of becoming gendered subjects requires repetition and performance (Judith Butler 1990). To be gendered subjects, whether becoming a man or a woman, recurrently realize "the 'naturalness' of gender through a performative display of gendered characteristics" (Speer, 2005, 48). Thus, masculinity and femininity are an identity that "has constantly to be reaffirmed and publically displayed by repeatedly performing acts in accordance with the social norm" (Cameron, 1997, p. 49). Gender then becomes a repetition of behaviours and acts, which are neither natural nor predictable, are open to change and fluidity, and dependent on the context in which they are performed, and are part of a wider discourse of gender. Therefore, Susan Speer further explains that:

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> *Discourses shape gendered subjects and place limits on what can be said and by whom. Indeed, statements of gender like 'it's a girl' do not just describe a state of affairs. They are also prescriptive: they bring into play a whole host of pre-existing and normative ideas about what a girl is and how a girl should behave, thus requiring the recipient to act in gender normative ways. (2005, p. 49)*

Discourse has an absolute power to reveal and discover what is concealed as discursive practices. The language that is found superficially in texts does not go deep into minds because it may divulge something other than itself. Discourse that "*does not require close attention to the details of linguistic form",* according to Foucault (1972), but resorts to *"contextually specific ways of using language"* (Bucholtz, 2003, p. 56) is deliberately built and broken up to show the ways in which the real is constructed; for example, through some particular strategies as established dualities, repetitions, and through particular repeated images, storylines, and modes of explanations. The point of feminist post-structuralism analysis is not to expose the hidden truth of sex/gender in all its simplicity, but to trouble that which is taken as a normal and common sense reality.

2.3. Unveiling Gender Differences through Discourse Analysis

As previously tackled alongside this chapter, there has been an intense exploration in sociolinguistics with reference to gender. Such interest was instigated with the publication of 'Language and Woman's Place' by Robin Lakoff (1975) in the intellectual scene which explored the use of language by women as different to men. This area of research increased the attention of many other sociolinguists who formed a body of work concerned with how man dominates language (Zimmerman and West (1975); Dale Spender (1980); Peter Trudgil (1970)). Another figure in British sociolinguistics is Jennifer Coates whose work approaches 'how' and 'why' men and women talk, conversation styles, and turn-taking are different. Deborah Cameron's analysis focuses on representations of women and men in language and

investigates terms as 'false generics' (Mills, 1995, 12). These aspects of research are of particular relevance to feminist text analysis.

Feminist text analysis tends to probe the roles women are given in texts and the roles they have in everyday life as it also discerns the way women can be exploited by power and sexual desire. This sort of analysis will make women have a need to develop a consciousness of their situation and stand firm against it in society. Therefore, feminist analysis is not simply concerned with the analysis of difference but also considers discrimination and access to power in society. One might note that this approach considers a critical feminist view of gender relations constantly pushed by the need to change the existing conditions that women suffer in their lives (Lazar, 2005, p. 3). Hence, feminist text analysis is most critical, rather than descriptive, informed by feminism theory. Mills asserts that

> *Feminist text analysis, like critical linguistics, can develop into a form of consciousness-raising, a 'making aware' of that which seems to be self-evidently normal or neutral, a 'making strange' of the ordinary, and forcing readers to re-examine the text in the light of a consideration of gender. (1995, p. 29)*

Based on the assumption that feminist text analysis is at the nexus of critical analysis, it questions gender relations as subjected to the effects of ideology. In many ways, it is clear that there is a range of belief systems that take a great part in the "larger-scale social process" (Mills, 1995, p. 9). Such systems of beliefs, which Hodge and Kress term as 'gender systems' (Mills, 1995, p. 29), are encoded through discourses. Gender systems do not forcefully impose such believes upon women and men, but people themselves actively take part in them who either accept or resist them, according to their attitudes to keep or change this social reality. In this way, it is possible to say that ideology is not related to men or women only but to society as a whole. Ideology, in this view, is an apparatus that works through a set of statements, which make things 'obvious' and 'self-evidently' true (Mills, 1995, p. 52). However, individual subjects may negotiate, affirm or resist these 'commonsense' beliefs through critical analysis.

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This point is rather important in the analysis of language in texts because it is essential that we do not see particular language items or statements as necessarily having one certain meaning which is recognized by all readers but "each text contains *"an ideological message which we accept (or reject) as true or obvious"* (Mills, 1995, p. 29). Mills (1995) terms this as the 'dominant reading'. This is because language items do not form meanings in isolation, but only when they are set in the context of an ideological framework. Feminist analysts do not keep silent with this kind of system because every single piece of writing constructs an ideological representation of 'women' in order to erect a good image and representation of masculinity. In this parlance, myths of domesticity, romantic love, and emotions are amongst the many examples where ideology overlaps with texts in different genres and naturalizes women's lives.

Through discourse, the language used often reflects the attitudes, opinions, and ideology of its users. For one thing, language as a purely social structure is indirectly reflected through texts both in form and content. For another thing, texts define 'orders of discourse' which are *"the social organization and control of linguistic variation"* (Fairclough, 2003, p. 24) which, in turn, have control over language choice. In other words, Language is best understood as the set of linguistic features combined, either in an explicit or an implicit way, to describe different kinds of meaning for different purposes and contexts. This means that language is a set of choices in making meaning and every choice embodied in the utterance or text carries meaning. Hence, the exchange of meaning, through social interaction, makes speakers and social interacts choose from a variety of 'options' according to the socio-cultural context. According to Halliday (2010, p. 69), choice in language use is the "selection (of an option in a system), which "is part of the overall account of the process of traversing a system network making selections along the way" (as cited in, Fontaine et al., 2013, p. 2). In the same vein, he adds:

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> *The speaker of a language, like a person engaging in any kind of culturally determined behaviour, can be regarded as carrying out, simultaneously and successively, a number of distinct choices. At any given moment, in the environment of the selections made up to that time, a certain range of further choices is available. It is the system that formalizes the notion of choice in language. (Halliday, 1976e, p.3 cited in, Fontaine et al., 2013, p. 2)*

Choice, which is fundamental in Systemic Functional Linguistics, is an expansion to Saussure's conception of paradigmatic relations. Paradigmatic relations are viewed as primary to regulate the basic components of the grammar in interrelated systems of features representing the meaning of a language. A language is viewed as a 'system of systems,' and the linguist, through analysis, has to specify the choices involved in the process of incorporating this meaning in texts through the resources and functions available for expression in the language. Then, the output of the different choices made through paradigmatic relations is *"expressed by a realization"* of syntagmatic relations (Eggins, 2005, p. 198). Syntagmatic relations are captured as derived from systems by means of realization statements, which for each feature specify the formal and structural consequences of selecting that particular feature. Eggins further explains:

> *A complete system network involves organizing the choices into systems, and specifying how those choices are realized as structures. In this way a network captures both the paradigmatic and the syntagmatic relations of the clause. In the systems we are capturing the paradigmatic relations between configurations of constituents, the choices, while in the realizations we are capturing the syntagmatic relations between constituents, the structures. (2005, p. 200)*

This notion of choice has been significantly related to the functionality of language. it is somewhat vital to say that language study does not necessarily require analysis in relationship with other 'structures' but needs a thorough understanding within other systems that M.A.K Halliday calls 'deep paradigms' where speakers make their choices to accomplish a variety of functions (as cited in Fontaine et al., 2013, p. 15). In other words, meaning is constructed through three basic 'metafunctions': the 'interpersonal, ideational, and Interpersonal. Through interpersonal metafunctions, meaning shows what sort of social relationship is enacted between speakers, writers and readers, often described as 'tenor'. Ideational meaning is more naturalized and objective. It provides descriptions to the type of a particular piece of information, including events, actions and participants' roles and experiences, called field. The third type is the mode through which texts are produced, whether spoken, written or visual, i.e., a semiotic mode.

2.3.1. Choices, Linguistic Functions, and the Transitivity System

Patterns in language choice and linguistic functions are most notable in the work of linguists on transitivity. The choices that we make are frequently conveyed into modes of meaning so as to infer our experiences of our inner and outside world. In language, grammar as a system often relates to the doer of the action and the acted upon through clauses, which is, in particular, the role of the transitivity system to encode how an action is performed. Transitivity is of controversial debate within critical linguistics in the analysis of the roles and types of verbs (frequently denoted as processes) which characters within texts constantly use. Halliday, in his famous work on transitivity choices in William Golding's novel, The Inheritors (1971) endeavors to relate the systematic choices which Golding makes for his characters with the creation of a worldview.

As a source of transmission of ideas and meanings, Transitivity is part of the ideational function of language (Eggins, 2004, p. 206). Accordingly, ideational meanings are the meanings about how we represent experience in language. Whatever we use language for; we always tend to do something to someone or something. The ideational metafunction of language contains two sorts of meanings: the experiential and the logical meanings (Eggins, 2004). The experiential meaning is expressed through the system of Transitivity which *is "the choice of*

process types and participant roles seen as realizing interactants' encoding of their experiential reality: the world of actions, relations, participants and circumstances that give content to their talk."(Eggins, 2004). The relation between one process and another simultaneously forms the logical meaning.

As gender is the main focus of our research, men and women as social actors are represented in texts by means of the transitivity system. This system is at the nexus of the structure of real conditions. It is best described as a kind of linguistic relationship encoding the personal traits of actors in a circumstance that can be reflected through specific linguistic choices forced by social conditions. In addition, it applies to a specific syntactic design in a given language, holding a number of semantic properties which is normally found to be related to an explicit syntactic arrangement. That is, the patterns of transitivity are systematically employed in the language of the text, such that, the language constructs a clear-cut picture of real worldviews. As cited in Mills (1995, p.142), Transitivity for Halliday is:

> *the set of options whereby the speaker encodes his [sic] experience of the process of the external world, and of the internal world of his consciousness, together with the participants in these processes and their attendant circumstances; and it embodies a very basic distinction of processes into two types, those that are regarded as due to an external cause, an agency other than the person or object involved and those that are not.* (quoted in Wales, K., 1994)

The system of Transitivity has a particular reading of the clause regardless of subject, verb, and object. The clause is defined as "either a phrase or a word group" (Halliday and Matthiessen, 2004, p. 9) which is the realization of three lines of meaning: clause as representation, the clause as exchange, and clause as a message (idem.59). These three lines of meaning refer correspondingly to the: ideational, interpersonal, and textual meta-functions of language. In each line of meaning, a particular reading and analysis of a clause gives a different

kind of structure. In clause as representation, it is analyzed in terms of Actor/Goal and Process. From an interpersonal perspective, the clause as an exchange is analyzed into Mood and Residue. Textually, the clause as a message is analyzed as Theme and Rheme. The following table further illustrates the analysis of the clause in the three different structures of the metafunctions, as it is introduced in the table below (Eggins, 2004, p. 2012) :

Table 2.1:

Metafunctional Layering

But	George	In Switzerland	They	give		You	A cognac
Adjunct: Conjun	Adjunct: vocative	Adjunct: Circ	Subject	finite	Predicator	complement	complement
		Residue	Mood		Residue		
		Circumstance Location	Actor	Process: Material		Beneficiary	Goal
Textual	interpersonal	Topical					
Theme			Rheme				

As shown in this table, the third line of this table represents the clause as exchange, i.e. the interpersonal meta-function, whereas the fourth line signifies the clause as representation, i.e., the ideational meta-function), and finally, the last line demonstrates the clause as a message, i.e., the textual meta-function. So far, although our research focuses in particular on 'clause as representation', all these elements are related to each other. Therefore, we use language to represent our world as well as others', make social relationships, and form messages.

Notably, in the 'clause as representation' which refers to the ideational meaning in general and the system of transitivity in particular consists of three basic elements: "a process unfolding through time and of participants being directly involved in this process" and "circumstances of time, space, cause, manner or one of a few other types." (Halliday & Matthiessen, 2004, p. 170). The process itself is expressed and identified by the verb phrase in a clause. The participants in the clause refer to the roles of entities that are directly involved in

the process. They are those who do, behave or say, something to other participants. The participants can be human or non-human. They are normally realized by a noun phrase in the clause. The circumstances, associated with the process, are typically expressed by adverbial and prepositional phrases. Subsequently, in describing the grammar of the clause as representation, we cannot disconnect any type of process from its different participant roles.

2.3.1.1. Processes, Participants, and Circumstances:

Though it has a particular paradigm, the system of Transitivity is not fragmentary per se other linguistic frameworks as such it points out the different sorts of procedures that are known in the language and the structures by which they are communicated. Clauses present a set of events and procedures, and Transitivity aims to demonstrate and explain how the activity is performed, by whom, and on what/whom. Transitivity is an essential and intense semantic idea in Halliday's Systemic Functional Linguistics. It is a subcomponent of the ideational metafunction of language, therefore, a basic device in the investigation of representation.

Definitely, social structures require diverse examples of transitivity. As such, transitivity can indicate how speakers and writers encode in language their psychological impression of their world on the one side and how they represent their experience of their environs on the other side. Halliday's hypothesis that transitivity is practical will be used to think about the structure of the clause which depends on the primary verb of the sentence. As indicated by this hypothesis, there are distinctive procedures in transitivity known as Material procedures, Relational procedures, and Mental procedures. Halliday and Matthiessen further points out:

> *Our most powerful impression of experience is that it consists of a flow of events, or 'goings-on'. This flow of events is chunked into quanta of change by the grammar of the clause: each quantum of change is modeled as a figure — a figure of happening, doing, sensing, saying, being or having. (2004, p. 170)*

The concept of participant, process, and circumstance are all semantic categories that explain how phenomena of the real world are represented in linguistic structures. Participants are directly involved in the process since every experiential type of clause has at least one participant and other types even have three participants. The only exception Halliday points out that clauses of meteorological processes such as it is raining or it is snowing. It is important to note that transitivity is not a property of the event itself, but rather of the language users' conceptualization of events, which is manifested through language. In other words, a language user may choose how to encode the same event linguistically as transitive, by including an Agent and an Affected, or as intransitive, by including only one participant, performing the role of Agent or Affected. Halliday (2004) identifies three main transitivity processes: Material, Mental, and Relational processes and three secondary processes: Verbal, Behavioural, and Existential.

2.3.1.1.1. Material Processes:

Material processes are concerned with representing actions and events that occur frequently in everyday life. They are also concerned with actions directed to someone or something, called directed or effective, such as the lion caught the tourist, as well as with non-directed actions, labeled as non-directed or descriptive, as in the lion sprang. Material processes are processes of 'doing', introduced by an action verb. They express the notion that some entity 'does' something – which may be done 'to' some other entity. In the material processes, there are two participants' roles, namely actor and goal, for example:

The lion	Caught	The tourist
Actor	Material process	Goal

As for directed actions in a material process, the clause can consist of one participant, namely an Actor, and a second participant, called Goal. The actor takes the role of the Subject of the clause while the Goal can be either an Object of the clause or a Subject of the passive

voice. Therefore, a material process is identified by the participants that accompany the process and their functions in the clause. However, participants in the material process play a number of semantic roles: Actor/Goal, Initiator/Actor or both, Beneficiary/ Recipient, Client, and finally, Scope.

The semantic role Actor and Goal can be questioned in different ways. An Actor, for example, can be probed by asking the questions: what did X do? Or what did X do to Y? (X referring to the Actor and Y referring to the Goal). Another question that can be asked to probe the Goal is: what happened to Y?

The second semantic role Initiator is the participant that causes the action to be performed by the Actor instead of carrying the action himself. However, identification of an Initiator is not always clear in the sense that inclusion of the causative verb 'make' does not guarantee the correct identification of an Initiator since the attained meaning should be that: X makes Y do something, with X referring to the Initiator and Y standing for the Actor. Yet, Halliday and Matthiessen (2004) denote that identification of an Initiator can be reached if only omission of the second participant changes the meaning. In this case, the Initiator becomes Actor. Furthermore, while adopting the passive voice, the subject takes the semantic role Actor.

(1)

He	marched	The prisoners
Initiator	Process	Actor

(2)

He	Marched
Actor	Process

(3)

The prisoners	were marched
Actor	Process

Halliday and Matthiessen (2004) introduce another semantic role for participants, labeled as Beneficiary. It is almost considered to adopt the role of a secondary Goal. The Beneficiary is defined as the participant "to whom the process takes place" and it is not a role that is linked to a material process only but can be also exclusive to relational and verbal processes. The role of Beneficiary has been identified to distinguish between cases in which 'something is given to someone, on the one hand, or 'a service is done for someone. It can be either denoting a Recipient or Client. A Beneficiary can be realized by a prepositional phrase with "to", serving the semantic role Recipient or "for", taking the semantic role Client, whether they appear explicitly or not, as in

(1) I am indexing that new volume to them or I am indexing them that new volume
Beneficiary: Recipient

(2) Play a tune for me. Or Play me a tune
Beneficiary: Client

The last participant role that may occur in a material clause is the semantic role Scope, which was termed before as Range. 'Scope' is the participant role that is not affected by the process carried out. Though they have the same semantic role, Scope and Goal differ in terms of the probes appointed to them. While the Goal is given the question: what happened to Y? Or what did X do to Y? it is impossible to appoint such questions to the Scope, say, "What happened to the Elevator? In John took the Elevator.

2.3.1.1.2. Mental Processes:

In contrast to material processes which indicate action, mental processes are described as being *"concerned with our experience of the world of our own consciousness"* (Halliday &

Matthiessen, 2004, p. 197). This process is often labeled as the process of sensing which can be "construed either as flowing from a person's consciousness or as impinging on it" (Halliday & Matthiessen, 2004, p. 197). Throughout this process, we distinguish four subcategories, previously established by Halliday & Matthiessen (2004) emotive, cognitive, perceptive, and desiderative. However, each mental process subcategory may share similarities or, else, differ in relation to any one of a number of elements. The following table exemplifies these four subcategories:

I hate cockroaches more than rats	Emotive
I remember we were sitting for our analytical chemistry exam...	cognitive
I can feel something on my foot.	perceptive
I want ...	desiderative

Considering each of the mental subcategories, emotive clauses of the Mental process with verbs as detest, hate, dislike, love, etc, convey "degrees of affection" (Halliday & Matthiessen, 2004, p. 198). In addition, clauses expressing cognition are often represented with verbs such as, think and remember. Such clauses are mostly followed by other clauses as "the content of thinking" which implies the "idea created by cognition" (Halliday & Matthiessen, 2004, p.199). Furthermore, clauses expressing perception are frequently represented with verbs as, perceive, see, notice, etc. Lastly, desiderative clauses can be distinguished from the aforementioned subcategories with verbs such as, desire, want, and wish. The following table (Halliday & Matthiessen, 2004, p. 210) further provides examples of Mental process subcategories:

Table 2.2

Examples of Verbs Serving as Process in Mental Clauses

	'like' type	'please' type
perceptive	perceive, sense; see, notice, glimpse; hear, overhear; feel; taste; smell	(assail)
Cognitive	think, believe, suppose, expect, consider, know; understand, realize, appreciate; imagine, dream, pretend; guess, reckon, conjecture, hypothesize; wonder, doubt; remember, recall, forget; fear (think fearfully)	strike, occur to, convince; remind, escape, puzzle, intrigue, surprise
desiderative	want, wish, would like, desire; hope (for), long for, yearn for; intend, plan; decide, resolve, determine; agree, comply, refuse	(tempt)
Emotive	like, fancy, love, adore, dislike, hate, detest, despise, loathe, abhor; rejoice, exult, grieve, mourn, bemoan, bewail, regret, deplore; fear, dread; enjoy, relish, marvel	allure, attract, please, displease, disgust, offend, repel, revolt; gladden, delight, depress; alarm, startle, frighten, scare, horrify, comfort, encourage; amuse, interest, , bore, worry

Yet, Halliday and Matthiessen (2004) consider some lines of distinction between mental and material processes. Mental clauses differ from material clauses with regards to their participant semantic roles. Therefore, unlike material processes, mental clauses require one of the participants to be human or human-like in the sense that they must be conscious beings who can think, feel, perceive or desire something. Thus, the participant that is, generally speaking, a conscious entity, is referred to as Senser and often takes Subject position in the clause. The other participant role, which is rarely absent from a mental clause, is termed the Phenomenon

which indicates all that is thought, felt, perceived, or desired. It frequently takes up the position of Direct Object.

2.3.1.1.3. Relational Processes:

The third process type considered by Halliday (2004) in the TRANSITIVITY network is relational processes. Relational processes are less concerned with our inner and outer experience and, instead, serve to establish a relationship between two entities that can either characterize or identify one in relation to the other. Thus, relational processes have been subdivided into two subcategories (Halliday & Matthiessen, 2004) namely relational attributive and relational identifying clauses. Relational processes, furthermore, share some common aspects with other process types as well as differ in some other aspects, as argued by Halliday & Matthiessen,

> *As we have seen, 'material' clauses are concerned with our experience of the material world and 'mental' clauses are concerned with our experience of the world of our own consciousness. Both this outer experience and this inner experience may be construed by 'relational' clauses; but they model this experience as 'being' rather than as 'doing' or 'sensing'. (2004, p. 211)*

One area of distinction is that, unlike material processes, which represent our doings and happenings, and mental processes, which are concerned with our thoughts, emotions, perceptions, and desires, relational processes construe the experience of being and becoming. Nevertheless, relational processes allot common aspects with other process types, namely the material and mental categories. Material clauses, as sketched out before, construe change, which is also one feature of relational clauses. However, for relational processes, no external energy is needed to bring the change about, because "static location in space is construed relationally— she is in the dining room, but dynamic motion through space is construed materially— she's walking to the dining room."((Halliday & Matthiessen, 2004, p. 212). Relational processes are also considered, in many ways, somewhat similar to the mental process

category in the sense that both serve to represent chronological states, though they have slight differences in participant semantic roles where Senser is *"always endowed with consciousness, this is not the case with 'relational' clauses"* (Halliday & Matthiessen, 2004, p. 213).

As stated before, relational clauses can be classified into two categories. Firstly, they can either represent a relationship between two entities or describe a quality, labeled as Attributive; or, they tend to define a certain entity, labeled as Identifying clauses (Eggins,2004, pp. 240-241). In order to expose an Attributive, the clause should indicate that "x is a member of the class a". Furthermore, in identifying relational processes, the clause points out that "x serves to define the identity of y" (Eggins,2004, pp. 240-241). Grammatically speaking, an attribute is often recognized by an indefinite nominal group (a/an) as in, 'Diana is a talkative dinner guest'. Besides, it can also describe a quality with an adjective, such as 'she is beautiful'. Yet, an identifying clause can be distinguished by a definite nominal group, like 'He is the tallest in the classroom'. In addition to the aforementioned, both attributive and identifying relational clauses operate with three relations: intensive, possessive, and circumstantial (Halliday & Mathiessen, 2004, p. 215). The following table (Halliday & Mathiessen, 2004, p. 216) gives a distinction of these three categories in relational processes:

Table 2.3

The principal Categories of 'Relational' Clause

	(i) attributive 'a is an attribute of x'	(ii) identifying 'a is the identity of x'
(1) intensive 'x is a'	Sarah is wise	Sarah is the leader; the leader is Sarah
(2) possessive 'x has a'	Peter has a piano	the piano is Peter's; Peter's is the piano
(3) circumstantial 'x is at a'	the fair is on a Tuesday	tomorrow is the 10th; the 10th is tomorrow

As shown in this table, 'intensive' clauses demonstrate that two entities are in the same procession (x is a); the 'possessive' clauses reveal that one entity is part from a whole ('x has a'); the 'circumstantial' ones take to mean location in space or time ('x is at a'). In addition to the principal categories of 'relational clauses' that this table demonstrates, it further shows that attributive clauses cannot be reversible. However, identifying clauses can be reversible such as, Sarah is the leader/ the leader is Sarah. Furthermore, it is worth important to say that both relational attributive and relational identifying clauses involve two distinguished participant roles. In an Attributive clause, two main participants can be recognized Carrier and Attribute. Identifying clauses further include two main participants: Token, the element that is identified, and Value, the one that does the identifying.

2.3.1.1.4. Verbal Processes

Verbal processes represent verbal actions. They refer to all instances of saying and reporting and can further include any kind of exchange of meaning (Eggins, 2004, p. 235). A clause comprising a verbal process has one intrinsic participant, called Sayer who is "the participant responsible for the verbal process" (Eggins, 2004, p. 235). Yet, it sometimes comprises a Receiver as another participant — *"the one to whom the verbal process is directed"* (Eggins, 2004, p. 235). As well, the verbal clause contains another element which is the Verbiage— a nominalized statement of the verbal process which can be a statement, question, reply, order, etc. (ibid). The following example further illustrates this definition to verbal processes:

So	I	Asked	Him	a question
	Sayer	Pr: verbal	Receiver	Verbiage

The Sayer in the verbal process can be a conscious participant as in 'Johny says'; otherwise, it can be inanimate as in, 'the question says..'. The Receiver, however, is mostly a conscious being or, else, it takes the form of a nominal group such as a collective group or institution. Depending on the verbal process, the nominal group may or may not occur with the preposition to. The Verbiage, which corresponds to what is said, is divided into two types. On

the one side, it can refer to the content of what is said or, rather, the topic. On the other side, it can include instances that name a type of speech function, a question, order or statement, a language that is spoken. Verbal processes, as mental processes, can project a second clause containing any other type of process, by quoting or reporting. For example,

I	Said		Can	You	Avoid	The scar tissue
Sayer	Pr: verbal			Actor	Pr: material	Goal

I	Asked	Them		to avoid	The scar tissue
Sayer	Pr: verbal	Receiver		Pr: material	Goal

In addition to Sayer and Receiver, another semantic role that can be displayed in a verbal clause is Target— a function which "construes the entity that is targeted by the process of saying" (Halliday & Matthiessen, 2004, p. 256). Therefore, a Target is mostly the participant who is verbally acted upon, evaluated, or judged by a Sayer as in, 'The Director accused her of being late'. Verbal clauses that accept a Target can be recognized by verbs as praise, insult, abuse, slander, flatter, blame, criticize, chide, etc. (Halliday & Mathiessen, 2004, p. 255). In fact, Halliday and Matthiessen (2004, p. 256) assert that these clauses and any equivalent alternatives cannot easily project reported speech, but are closer to the Actor + Goal structure of a 'material' clause. Yet, in clauses where a direct quotation precedes the verbal process, the Target is instead classed as Receiver, such as, "you are always late" he blamed her.

2.3.1.1.5. Behavioural Processes:

One more kind of process is elaborated in the Transitivity framework has been labeled behavioural. This process is, possibly, the *"least distinct of all the six process types because they have no clearly defined characteristics of their own"* (Halliday & Matthiessen, 2004, p. 250). It is the most problematic and ill-defined of all the transitivity process types as its boundaries are indeterminate and *are "semantically as a 'half-way house' between mental and material processes"* (Eggins, 2004, p. 233). It is, on the one hand, about action but is mostly

experienced by an animate on the other. As such, behavioural clauses convey physiological and psychological behaviour. Such clauses can be recognized through verbs as, breath, cough, dream, frown, grimace, smile, sniffle, stare, etc. The following table illustrates the difference between behavioural processes and some other process types: material, mental, and relational.

Table 2.4

Inner and Outer Experience Construed by Different Process Types

	Inner	Inner => outer	Outer
Material (doing)	-		She is walking (into the dining room)
Behavioral (behaving)	-	She's laughing	
Mental (sensing)	She rejoices		
Relational (being)	She's happy		She's in the dining room

As described in this table Halliday & Mathiessen, 2004, p. 251), material processes are mainly about outer experiences whereas mental processes relate to the inner side of the conscious being. Relational processes, on the other side, either function in the inner portion or express a static motion in space (Halliday & Mathiessen, 2004, p. 212). However, behavioral processes are a mid-way between inner and outer. Hence, they are behaviours which come from inside and go to the outside world of the conscious being. They also resemble material and relational clauses in the use of the present continuous. An example can be afforded to describe a behavioural process.

She	Sighed	with despair
Behaver	Pr: behavioural	Circ: manner

As well as having distinct features of mental and material processes, behavioural clauses, nonetheless, closely allocate material ones in the sense that the process is noticeably similar to one of 'doing' (Halliday & Matthiessen, 2004; Eggins, 2004). Yet, behavioural

clauses hardly extend to another participant. Like material clauses, behavioural clauses contain one main participant, called the Behaver who is usually a conscious entity, like the Senser in mental clauses. A second participant sometimes pertains in the process, called Phenomenon; rather, it seldom appears as a reiteration of the process, labeled as Behaviour. The following two examples point up Behaviour and Phenomenon as second possible participants in Behavioural processes.

He	Smiled	A broad smile
Behaver	Pr: Behavioural	Behaviour

George	Sniffed	The soup
Behaver	Pr: Behavioural	Phenomenon

2.3.1.1.6. Existential Processes:

It is noteworthy to consider that the most obvious type of process in the Transitivity framework is the Existential process. It is the last of the process types which has been defined as including verbs "that represent something exists or happens" (Halliday & Mathiessen, 2004, p. 255). These clauses are also considered a minor category among the three last-mentioned processes. They often stand at the border of two major types, namely material and relational. On the one side, as material clauses, they often refer to happenings. On the other side, they have a close connection between the notion of being and existing, characteristically as relational ones. However, they are rarely to be found in discourses with perhaps the exception of texts as narratives for the purpose to introduce events, characters, and new topics. The following example presents an Existential clause.

There	Was	Snow	on the ground
	Pr: existential	Existent	Circ: location

A fundamental characteristic of existential clauses is the appearance of the structure which "does not receive any functional label, as it is not encoding any representational meaning" (Eggins, 2004, p. 238). With its presence required as an interpersonal Subject in the Mood analysis (Eggins, 2004, p. 238), it neither reflects something nor functions as a circumstance in the clause, evidently confirmed by the fact that it cannot be probed nor semantically interpreted. In addition, the existential process of a clause is often realized with the verb be, or employed with synonyms such as, exist, arise, occur, come about, etc. Existential processes consist of only one participant referred to as the Existent, which usually follows there. The Existent is the only fundamental participant that can be a person, an object, an action, an event, a thought, or an institution. In some cases, the Existent is not preceded by there, which might be eliminated, in the clause, but is instead represented by a circumstantial clause. This happens if only *"the circumstantial element is thematic"* (Halliday & Matthiessen, 2004, p. 258). For, example, "all around (there) grew a thick hedge" (Halliday & Matthiessen, 2004, p. 258).

In clauses that describe the weather, as it is raining, do not strictly fit into existential clauses; but rather stand in the borderline of existential and material clauses (Halliday & Matthiessen, 2004, p. 258). At this phase, it is worthwhile touching upon a set of processes that Halliday and Matthiessen (2004, p. 258) call meteorological processes. They argue that "these clauses can be analyzed as consisting of a single element, the Process; they are the limiting case of a 'material' process clause. With meteorological events the grammar completes the circle of experience, tying these in with the concrete happenings with which we started". The subject serves the same purpose, as with there in existential clauses.

2.4. Transitivity Analysis of Fictional Characters

In most texts of literature, the attachment of gender is so deep that it does not only leave traces within the text but goes outside of it. As such, analysis is not simply concerned with the analysis of the difference in language or gender roles but rather expands to diverse perspectives as culture, ideology, and access to power. Gender can replicate a nuanced medley of stereotypes and gender imbalance. It can also be a repository of authors' thoughts, being influenced by a

particular society, or holding certain attitudes towards the conception of masculinity and femininity as well. The author is said to be the producer of a text as he is often on the behalf of the speakers, or characters, encoding ideas in a particular form of a text as a poem, a story, a novel, or a song. Therefore, the reader has the role to decode and make sense of what the writer is producing through developing hypotheses and deductions as the plot progresses. However, the writer is not always in control of his production. Sara Mills asserts:

> *In larger discourse terms, as Michel Foucault has shown, there are constraints on the way we use language and organize information, which derive from large scale rules and regulations which are part of the changing nature of discursive formations and structures (Foucault 1972). We do not simply write anything we wish, but we write within the context of those elements which are considered appropriate within our society. (1995, p. 21)*

Despite authors' contribution in the production of literary texts, their choice in creating events and selecting the characters for the progress of the plot is made within a limited set of parameters. Besides, literary conventions that determine the form and structure of a literary masterpiece as poetry, short story, or novel are not enough as well (1995, p. 21). This is because communication is not completely achieved. Instead, the production of culture perspective is systematically codified in an effort to clarify what is known and to identify what is problematic in the cultural setup. Literary texts as cultural apparatus, hence, reflect the milieu where they are produced.

It is worth noting to say that the linguistic framework that we tend to test in this research exerts on the analysis of characters which are one of the components that any text of literature has. The present framework, labeled as Transitivity, is based on the partition of choices on a syntactic level. Such syntactic choices determine the nature of actions, whether material, mental, relational, behavioral, verbal, or existential processed by a character. It tends to show

whether these actions are effective or ineffective others. It also ascertains whether *"a character is the passive 'victim' of circumstance, or is actively in control of the environment, making decisions and taking action"* (1995, p. 112). Therefore, several interpretations can be built upon the use of such processes. Material processes, for example, may indicate the possibility that the character is active and in control of his/her actions, in case the process is effective. If a character's behaviour is merely internalized, a relative analysis shows that the character is expected to be pensive, frail, or emotional. A character that is written in terms of relational processes might be identified or compared to other characters who in turn are presented in the higher or lower portion of their actions.

Therefore, analyzing patterns in transitivity choices makes more general statements about the way that characters view their position in the world and their relationship to others. As well as signaling a move away from traditional concerns with the beauty of the language of literary texts to a concern with the ideology encoded therein, the study of literary texts from a gender perspective gives us flashbacks about how society and culture provide common-sense knowledge about men and women's representation and the roles they play in society. Applying TRANSITIVITY to works of fiction has been carried out by researchers as Halliday (1971) and Burton (1982). Halliday, through his analysis of the novel The Inheritors written by William Golding, reveals that analysis of the systematic use of certain types of language choices helps readers to distinguish between worldviews that characters represent in the novel by using a particular language form. Burton's (1982) work on transitivity has enthused a range of feminist work which has tried to make use of linguistics to see the way women are represented by writers. Burton conducts a transitivity analysis of a passage from Sylvia Plath's novel The Bell Jar to show that the female protagonist is characterized as a deficient and powerless character by the author.

2.5. Conclusion

A canon of language and gender theories claimed for the kernel of the man and woman dichotomy in every society. The fact that men and women use different expressions due to domestic, labor, economic, and political affairs or women's language as being inferior has been criticized due to the emergence of feminist thoughts. The latter argues for the significance of discourse to struggle with such stereotypes. Literature as a piece of discourse through which gender concerns are displayed has the potential to equip the learners with gender awareness. Therefore, the second chapter was arranged to unfold the relevance of adopting the Transitivity framework, which takes part of the ideational meta-function of language, to analyze the experiential function of characters' perceptions and attitudes concerning their gender through the way language is used. The current chapter further expanded on the possibility to apply this framework in teaching literature in an EFL context.

CHAPTER THREE :
Research Methodology

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CHAPTER THREE : Research Methodology

3.1. Introduction:

There is certainly a divergence between theory and practice which requires looking at tenacious procedures. Therefore, filling the gap between theoretical deliberations which have booked the first two chapters of this dissertation, and the realities of the EFL classroom which outfit the main aim of this chapter makes us account for the overall phases through which the research work progresses and present the stages leading to the constancy of the problematic at hand. Hence, our inquiry not only focuses on making relationships between variables but rather seeks improvement. The core theme of this work is to describe and explain how learning takes place in a literary classroom. Hence, we attempt to illustrate, analyze, and describe learners' learning process by raising their studious achievement. As with many educational studies, the most-able and the least-able students ought to benefit from the framework under investigation at the classroom level.

The current methodological section articulates ideas from the preceding chapters. The first chapter was devoted to highlighting the different assumptions about how gender is defined and theorized starting with biological claims, moving to social and cultural theories, and ending with the so-called 'critical theories' to gender. Additionally, it worthily looked at the arguments that question the way culture makes gender problematic, consequently, leading to social inequalities. It was also assigned to draw some basic tenets in the teaching of culture in the EFL classroom by reference to gender studies. Subsequently, for the purpose to approach gender and culture in an EFL context, we devoted the second chapter to some theoretical perspectives relevant to the study of gender and language use. Although some sociolinguistic contributions explored gender differences in language and man's domination of language, other claims came in favor of the importance of discourse analysis to decipher discursive practices about gender relations in society. Thereafter, proposing Transitivity Analysis as a framework in discourse analysis was necessary to fulfill the practical side of this work.

Therefore, the researcher will go through the following procedures in this chapter:

Firstly, in the classroom context, an application of the framework projected for this work is required to test students' performance and reflective skills. This application takes the form of an Action Research procedure with explicit objectives and instructions preceded by a pre-

test and followed by a post-test for the purpose to test its final effectiveness on students' achievement. So as to describe the educational context, we underline the areas where strengths and opportunities subsist as well as weaknesses and threats. It is also important to have an overall view of all possible environmental variables that influence both teaching and learning. Hence, the researcher will play the role of a guide, instructor, observer, and evaluator.

Secondly, the students' questionnaire was designed to get information about the learners' perceptions and attitudes towards studying literature on the one side and performing texts analysis on the other. It further aims to investigate learning preferences in incorporating gender-related concerns in Literature. Another questionnaire is designed for teachers of literature to explore their perceptions and attitudes in using the present stylistic framework in analyzing literary texts based on gender standpoints. The teachers' questionnaire consists of different sections relating to the implementation of transitivity analysis to literary texts and the extent to which it can promote awareness of gender-related aspects and reflect upon cultural issues in the EFL classroom. The researcher, thereafter, attempts to conduct an interview with some teachers of Literature for the purpose to investigate their thoughts and perceptions about the use of a stylistic approach for genre analysis in the EFL classroom on the one hand and suggest a body of literary works including novels or short stories that can be addressed for Third Year students to teach feminist and gender-related issues on the other.

The above-mentioned research procedures require collecting the necessary data to address the questions and test the presumed hypotheses. The chapter states, beforehand, the main purpose of the current research along with an explanation of the questions and hypotheses in detail. It describes the methodological framework based on an empirical and a mixed-method approach. Additionally, participants' recruitment and selection are also needed. Finally, we further proceed to clarify how our research leans to be internally and externally valid.

3.2. Purpose of the Study

Responding to cultural issues in literary texts poses a serious problem for both students and teachers in the EFL classroom. On the one hand, language learning involves more than just learning the set of linguistic structures that learners find a real issue to convey. However, though learners understand some cultural issues in the foreign language, making inferences and

interpretations to produce different insights is also another issue. On the other hand, teachers' pedagogical competence and teaching methods, typically in the literature classroom, face several challenges. Most teachers work to direct their language learners to focus on the meaning construction with little care to spur their creative and imaginative competencies as well as develop their critical thinking skills. Though their high proficiency, English Language teachers may have little access to didactic issues in teaching literature.

Therefore, this research work, in progress, is intended to address the different challenges both teachers and learners face in the EFL literature classroom. We are inclined to focus on Foreign Language students' ability to leave out habits of passively repeating literary knowledge but to fairly acquire more critical skills in using that knowledge. Hence, this study draws on the importance of transforming knowledge that is incorporated in literary texts so as to deal with cultural issues. Since our doctorate project deals with gender studies, this study is an attempt to enable students to implement text analysis from a gender standpoint, based on the Transitivity Analysis framework, and then reflect upon cultural concerns encoded in literary texts. The study also tries to afford the toolkit for teachers to enhance these competencies and guide their learners to better understand, explain, and interpret the principal values encoded by writers. Further objectives include the issue of the effectiveness that Transitivity Analysis of Literary texts contributes to learners' learning process and the role of foreign language teachers of Literature in promoting guidance for that progress.

3.3. Description of the Teaching / Learning Situation

Our research work is conducted at the Department of English, Faculty of Letters and Foreign Languages at the University of Mascara. For the sake of placing our case study in its actual context, a brief description of the English Language Teaching and Learning situation is introduced as follows.

The University of Mustapha Istambouli, which was founded in 1986, stands out for its cultural inspiration, scientific investment, and its contribution to the development of the Wilaya of Mascara. It was first introduced in the form of the National Institute of Higher Education (INES), which specialized in the field of Agronomy but later it was developed into a University involving seven faculties. Like the other Algerian Universities, the University of Mascara is based on the LMD system which is quite different from the former classical system.

Teaching at the Department of English offers undergraduate and post-graduate studies undergoing three main stages: The Licence Degree, The Master Degree, and The Doctorate Diploma. The Licence stage is three years of academic standards through which EFL learners are guided to acquire a satisfactory level of language proficiency developing their four skills mainly in listening, speaking, reading, and writing. Learners are also introduced to content modules as Literature and Civilization. The Master stage is a two-year program in which learners have a chance to become acquainted with one of the specialties: Literature, Civilization, Didactics, and ESP. The Doctorate project, which was recently introduced in the Department of English, is often three to five years of research. This third cycle is intended as a means of developing the mechanisms of scientific reflection, questioning, and objectivity in logical reasoning. It aims to train teachers and students and deepen their research as well as their communicative skills in English as a Foreign Language.

The Department of English at Mascara University encompasses a number of teachers specialized in different domains a propos Teaching English as a Foreign Language: didactics, linguistics, civilization, literature, ESP, pedagogy, etc. This thesis is framed in the context of EFL research at the University of Mustapha Istambouli of Mascara, at the Department of English. In fact, it investigates the learners' cultural understanding of English literary texts based on gender assumptions. These learners belong to a third-year undergraduate program. For the most part, our motive behind conducting this research framework is mostly practical.

3.4. Research Design

In research design, the researcher plays a subsequent role in making actual decisions on how to carry out particular research. In order to explore the problem at hand and the set of presumed hypotheses, the researcher has to consider whether he/she submits an experimental or a theoretical model. The former entails the researcher being involved in an experiment as a teacher in his classroom. The latter requires a thorough observation of others' behavior or reliance on an existing theory or model. This requires knowing 'through the eyes of the researcher' or 'through the eyes of someone else' (Jonker & Pennink, 2010, p. 28). Based on his/her assumptions and attitudes, the researcher constructs clear statements of the course of his/her study.

Therefore, the researcher is inclined to organize him/herself around issues for the basis of his/her work as to formulate questions in a very simple and transparent frame. Further steps include a definition of the techniques and methods in data collection and generation. Besides, appointing a particular sample and population to be studied is taken to be essential in research. In addition, data should be carefully analyzed and interpreted. In brief, research design must, at least, contain- (a) a clear statement of the research problem; (b) procedures and techniques to be used for gathering information; (c) the population to be studied; and (d) methods to be used in the processing and analyzing data.

After describing the teaching/learning situation of the current study, we opt to stretch further details about the methodological design for the fulfillment of this work. Our research paper depends in particular on data collection as it is conducted following the case study method. The latter frequently necessitates a particular structure and a set of defined procedures arranged in a particular approach. Therefore, our research design is disposed to be *''the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data."* (Kothari, 2004, p. 31).

It is definitely acknowledged that any research design framed under a case study constitutes three main research tools. Accordingly, the present case study research makes use of the triangulation procedure, alongside a mixed-method approach to stratify and analyze the data gathered from the research instruments. It is also acknowledged that any research starts with a problem. Researchers formulate inquiries and questions on what they find it necessary to investigate for particular purposes, as to apply and test a theory, to progress a certain behavior, or to evaluate a particular method of teaching or to seek for improvement in one's domain, in a careful and a well-organized way.

The research question is the most important element around which we center our research for the reason it helps to assign particular methodologies to be used. Jonker and Pennink (2010, p. 32) assert that we construct research questions in order to *''show how to choose from different-existing-methodologies depending on the particular situation, problem or question''*. It allows the researcher to reinforce his assumptions and views in essence to the nature of the way he conducts his research including methods and techniques.

3.4.1. Research Questions

Perhaps what is more interesting is that curiosity pushes the researcher to look for knowledge in any specific area of study. However, one should recognize that stating a research problem entails knowledge and experience in a certain field. Students, for example, or beginner researchers may get knowledge and insight into the field they study through making a literature review; besides, they further consult supervisors or other experienced people. Therefore, Ary et.al (2010, p. 44) advocate that,

> *The first question most students ask is "How do I find a research problem?" Although there are no set rules for locating a problem, certain suggestions can help. Three important sources for research problems are experience, deductions from theory, and related literature.*

It is worth mentioning that being experienced in an educational area encourages the practitioner to develop intuitions and tentative ideas about, say, how a particular teaching method will be more effective or what changes students' negative attitudes toward learning literature or phonetics. Other motives may happen to have the desire to employ a theory in order to prove it right or wrong. The other source for research problems is from reading previously published researches, journals, books, and textbooks. Therefore, the researcher narrows his topic of investigation, develops one or more questions, and seeks solutions. From our literature review, we presented in the first and second chapters, one main research question and some other sub-questions are developed as follow:

Main research question:

- Does transitivity analysis of literary texts serve as a plateful method in promoting EFL students with awareness of gender difference and cultural learning?

Sub-research questions:

- Does the application of the three dimensions in the Transitivity framework improve the learners' literary analysis skills?
- In what ways does characterization and analysis of language use assist the learners with flashbacks about gender-related concerns?
- How does the EFL teacher promote guidance to apply the transitivity analysis in the EFL classroom?

3.4.2. Hypotheses

So as to proceed in the first stage of this research we tend to formulate predictions on what we expect to result in. So, having an eye of the bird on the topic we investigate from our readings, we propose working hypotheses to the probable results. Then, we work to get enough facts (data) to prove or disprove our hypotheses. This application requires us to organize and evaluate the data we get in order to reach particular conclusions and see whether they are appropriate to their predetermined hypotheses or not.

In this respect, based on our research, hypotheses are constructed as follows:

- A thorough understanding of the transitivity choices that represent male and female characters in literary texts along with a systemic method of analysis would enhance students' analytical performance.
- Awareness and reflexivity of language use can be of paramount importance for gender awareness which may serve as a necessary component for culture learning.
- A task-based approach has the potential to help the EFL teacher to apply the different stages of the transitivity model.

3.5. Research Participants

The present exploratory study explores the effectiveness of a Stylistic approach labeled as the "Transitivity Framework" on students' performance in reflecting on and interpreting the social and the cultural context of Texts of literature, with a focus on a deep analysis of

characterization from a gender perspective. The framework is tested on undergraduate students at the Department of English, University of Mascara. In addition, this study also explores the teachers of literature's insights and experiences in teaching literature and genre analysis. The following lines present a detailed description of both teachers and students who contribute to the fulfillment of this work.

3.5.1. Students

In this research work, the involved students participated voluntarily. They were enrolled in third-year undergraduate classes. The students were divided into four groups. For each group, there were 44-45 students. Two groups used to study literature on Tuesday and the two other groups on Wednesday. This study was conducted with the first group studying on Tuesday. They were a total number of forty-five students. Only thirty students participated in the current experimental study. Data were collected in November and December 2019. In fact, as our first choice was first-year Master students because of their advanced level, we, unfortunately, found that they do not study literature. Therefore, we selected third-year undergraduate classes for our study. we took the consent of the Head of the Department and contacted their teacher. Then, during our first meeting, the researcher explained her research purpose for the students and asked them to collaborate with us in order to create a safe atmosphere to conduct this investigative research. Furthermore, the motivation and the contribution of the students helped us to create a respectful atmosphere in the groups, and their cooperation ensured smooth participation in the research study.

For the first lesson, the contact with the students is divided into three phases: the pre-reading phase, the while-reading phase, and the post-reading phase. The first meeting was devoted to checking the learners' background knowledge by implementing a pre-test procedure. Learners were given a small passage to read and analyze. Actually, different observational notes were taken during this session. In the second session, learners were supposed to read the passage again to answer the comprehension questions which took the form of lead-in questions based on the Transitivity framework in order to check their understanding culturally, literarily, and linguistically and to guide them to a systemic analysis of the text. Finally, for the last meeting, learners were supposed to write their full version of the analysis as a post-reading phase.

For the second passage, the same protocol was conducted. The contact of the learners was also divided into three stages. In the first meeting, the students were given some questions as a pre-reading task to review the use of some language choices used by the writer to represent a set of cultural and ideological thoughts. Concerning the second meeting, they were asked to read the second passage and to answer the comprehension questions, and do some guiding tasks in order to check their understanding and interpretation skills. Finally, the post-reading questions were asked in order to write an essay about the representation of the woman in a passage taken from Joseph Conrad's *Heart of Darkness*. Occasionally, the learners could infer from the previous passage.

3.5.2. Teachers

In this research study, most of the participant teachers of English literature belong to different universities. In fact, their age varies between thirty and sixty years old. Their experience in teaching at the university differs from one teacher to another. Moreover, some of them were trained abroad, while the others were trained locally. Regarding their contact, it was not easy to interview them because of their unavailability and busyness. Some others teach at distant universities from the researcher's hometown. Accordingly, many of them did not accept to take part in the interview. Consequently, we conducted a face-to-face interview with the teachers of literature at the University of Mascara. As for some other contributing teachers, files were distributed via e-mail during the academic years 2019 and 2020.

3.6. Data Collection Instruments

So as to further proceed in the present work, we depend on a particular method in collecting data that should be compatible with the experimental facet of this research. The general aim is to use objective means that provide reliable data in testing our predetermined hypotheses and answer the research questions directed for this work. We, as researchers, opt to make a clear shape of the research work so as to facilitate the smooth sailing of procedures, thereby making comprehensible objectives as efficiently as possible with the topic and the problem at stake.

On the one side, the main research question investigates the effectiveness of applying the Transitivity model in genre analysis for the teaching of literature on students' analytical

performance. The antecedent variable "teaching Transitivity model" is the independent variable that is hypothesized to influence the dependent variables "students' analytical performance", "gender awareness", and "cultural learning". The Transitivity framework can be a far cry from the present teaching methods of literature used in some Algerian universities; therefore, the second question enquires about the way it can be implemented in the EFL classroom in addition to testing its effectiveness on students. The importance which these two research problems deserve is that they both call for practical procedures to test the variables. The third question explores the extent to which a possibility to acquire an awareness of language use would enable EFL students to reflect on gender issues and whether it would have an ample bearing on cultural awareness.

Furthermore, since our research falls into the field of teaching/learning Literature in foreign language classes, it correspondingly emphasizes the importance of the reading skill in a literary course. This research, thereafter, attempts to accumulate pedagogical insights into how teachers of literature, at some Algerian Universities, prepare and conduct efficient as well as successful instructions for the reading and analysis of literary texts. The aim is also to explore the gender dimension in teachers' literary lessons in relation to the cultural component and what importance they offer to such dimension in the classroom.

As it is assumed from the above-mentioned objectives, the basic principles of such research methodology is to access diverse research instruments for data collection in conducting our case study, identified under the so-called process of 'Triangulation'. Triangulation refers to combining different sorts of data on the background of the theoretical perspectives to research design, later applied to data collection tools that are supposed to afford quality in research. This multiplication of data collection instruments is recommended to ensure the chance of objectivity, validity, and reliability of research. Triangulation is also used to further cross-check the findings and compare data so as to verify whether they are in a contradictory state or are confirmed to be consistent. By that means, the researcher can effectively strengthen the hypotheses with evidence and confirmation. Thereby, triangulation of the research instruments makes it stronger and, hence, will afford validity for the research findings. Using multiple research instruments for data collection, de facto, provides more chances to obtain a realistic and representative picture of the investigated items.

Accordingly, the systemic gathering of data focuses on three dimensions: learners' performance and assessment, teachers, and literature courses including content and process. In the preliminary stage of the data collection procedure, the implementation of the Transitivity framework for literary texts in an EFL classroom is needed for the purpose to investigate its effects on learners' analytical performance. This operation is preceded by a pre-test and followed by a post-test. Thereafter, the researcher followed suit and designed two other research instruments for the needs of the study. The most frequently used research tools are questionnaires and interviews. The teachers' questionnaire is designed to gather their insights in the teaching of literary texts including reading and analysis. In addition, the teachers' interview is intended to further discuss their insights and attitudes towards following a stylistic approach and integration of gender-related issues in relation to literature so as to promote cultural learning. A description of the instruments used will be provided in the coming section. The following table summarizes the main objectives of each data collection tool selected and designed for the study.

Table 3.1

Methodological Procedure

Data Collection Instruments	***Main objectives***
Pre-test, experimental manipulation, post-test	• Incorporating the Transitivity framework in literary analysis • Testing students' analytical performance
Students' Questionnaire	• Attitudes towards the literature course • Literary analysis: attitudes/challenges • Cultural learning preferences
Teachers' Questionnaire	• Teaching objectives • Pedagogical procedures in teaching literature and literary analysis • The relevance of teaching culture through the gender component
Teachers' Interview	• Discuss the stylistic approach to literary analysis • Investigate gender-related issues in literature

Data were collected in different sessions and on different dates: November and December 2019, November 2020, May 2021. As for the experimental manipulation, it was nearly a two-month period. During the sessions of the experimental manipulation, the learners were supposed not to prepare for the sessions. In other words, they were not asked to study the texts and have a prior idea about the background knowledge that these texts may call for. Each text required two to three sessions. Teachers' questionnaire was distributed in more than one university for the purpose to get diverse experiences in teaching literature. The other reason is that the Department of English at the University of Mascara is considered a young foundation in comparison to some other universities as Mostaganem, Sidi Bellabess, Oran, and Tlemcen. Teachers' interview was also conducted at different universities. Therefore, data were gathered

in each session, however, some of them were sent by e-mail, such as personal information and questionnaires.

3.6.1. Pre-test, experimental manipulation, Post-Test

Before we proceed to describe the process through which we implement the Transitivity method to literary texts for our case study, we firstly notify that a pretest and a posttest are designed for this first-stage research tool.

It is worth important to mention that tests are *"valuable measuring instruments"* (Ary, et al., 2010, p. 201), and among the practical tools in educational research notably for data collection in experimental research. A test is *"a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned"* (Ary, et al., 2010, p. 201). It is also defined as an organized procedure intended to "test an idea (or practice or procedure)" (Creswell, 2012, p. 295). Tests functions to observe, describe and compare persons' behavior with the aid of a numerical scale or a category system. It is a series of questions designed to measure human knowledge, intelligence, abilities, and achievements. A pretest and posttest procedure is usually a means through which participants are studied before and after the experimental manipulation (Ary, et al., 2010, p. 297). What is more important in experimental designs, participants are not randomly assigned. It is possible to have a control group or a group that doesn't receive the manipulation. In an experimental design, there is only one group and all of them are in the experimental condition.

Good tests have a set of characteristics by which their designers ought to abide. Tests should be valid, reliable, and objective. Any test is required to measure or assess a particular point of progress or to allocate certain prerequisites. Hence, the test should measure what it intends to measure (Ary, et al., 2010, p. 201). Therefore, ensuring the validity of tests is of paramount importance so as to fulfill the objectives of its submission. What is more, as far as tests' responses are assigned with numerical scores, it should then yield consistent and reliable results. The test is trustworthy when being directed to the same sample with a reasonable allocated time. Therefore, a test is reliable if we get congruous and similar results. One more feature is that a test should avoid subjective judgment and bias. Objectivity is *"the extent of*

agreement among scores" (Ary, et al., 2010, p. 201). Meaning, the test result should yield a clear score as well as eliminate the scorer's personal opinion. Objective-based tests provide proper direction and thus streamline the whole process of evaluation. Tests with all these features will successfully guarantee the generalizability of the findings.

In our context, the reason we run a pretest-posttest process is to see if our manipulation as well as the thing we are looking at has caused a change in the participants. Since everyone is being manipulated in the same way, any changes we see across the group of participants is likely from the manipulation. This means we test them before doing the experiment, then we run our experimental manipulation, and then we test them again to see if there is any remarkable progress. It is worth noted that the use of tests in this research punctuates the empirical or the experimental facet of the present case study since it aims at measuring and experimenting the use of a linguistic-based analysis on Literary text to probe gender issues and make students reflect on culture issues along with their ability to acquire analytical skills while interacting with a literary text.

3.6.1.1. Tests Description

Before explaining how both tests are administered, it is worth noting that during this investigation, as formerly denoted, the Transitivity framework which is part of the ideational meta-functions of language is planned as an experimental manipulation to analyze literary texts. As the students' module "Study of Texts of Literature" implies, all the teaching points are included in the Canvas designed for the program of the first semester of 2019. It is also important to acknowledge that students previously dealt with the novel with their teacher in the second half of September and October. Students studied the novel "Heart of Darkness" written by "Joseph Conrad" in the form of presentation projects in the classroom. They further had lessons about Colonial and Post-Colonial African Literature. By the same token, students did not experience any analytical exercises of any passage from the novel. Meaning, they neither read the novel nor have any idea about its language.

Two tests were administered while carrying out this research, a pre-test and a post-test. The former was assigned before the experimental manipulation and the latter after. Both tests

aim to see whether the analytical procedures organized in the form of tasks can improve and achieve considerable progress in terms of understanding, reflecting, and interpreting cultural issues from a gender perspective. Simply put, tests are aimed at measuring the potential progress in terms of comprehension and critical analysis of the novel.

Prior to the administration of the tests, the initial number of the sample sat for six sessions, relying on selected passages and reading assignments, devoted to the discussion and analysis of the novel "Heart of Darkness" by Joseph Conrad.

A group of thirty students out of the total number of the selected population, having all attended the six sessions, were introduced to the pretest. Put in another way, the participants were tested based on the criteria we opt to teach during the experimental manipulation. Then, the same students were concerned with a post-test related to what was learned in the lectures. Both tests are related to the same novel. The questions were analytical questions related to the passage taken from the novel, notably characterization, language choice, and themes. As well, each question was designed in a way that permits to assessment of students' comprehension, reflection, and interpretation.

3.6.1.1.1. Description of the Pre-Test

The pre-test was designed in the form of an essay test guided by three questions (See Appendix A). Learners were asked to analyze an extract from the novel Heart of Darkness "Black shapes crouched ……...let his wooly head fall on his breastbone" (Conrad, 2002: 118). The Questions are described as follows:

- ***Question 1: what aspects of characterization are revealed in the text?***

This question focuses on the term 'characterization' in order to see whether students are going to name the characters only or they further discuss their appearance and representation by the writer. The second lens of this question is to test students' reflection on gender issues as far as characters are concerned.

- ***Question 2: how does language choice communicate and persuade ideas and emotional appeals?***

This question sheds light on the use of language to test students' comprehension on the one side and their ability to extract ideas, moods, symbolism, and allegory on the other.

- ***Question 3: what cultural aspects are embedded in the passage?***

This open-ended question, though it is vague, puts a focus on students' abilities to interpret cultural issues in reference to character representation and language choice using their knowledge about the novel. Students are also expected to make use of some intertextual elements to refer to the author, the title, its historical background, and the ideologies displayed in the novella.

3.6.1.1.2. Description of the Post-Test

The post-test is also designed in the form of an essay test guided by a number of questions. Learners were asked to analyze another extract from the novel Heart of Darkness "…And from right to left along the lighted shore moved a gorgeous apparition of a woman. She walked with measured steps, … Once only her eyes gleamed back at us in the dusk of the thickets before she disappeared." (Conrad, 167: 168). The Questions are described as follows:

- ***Question 1: Consider the African woman in the passage. How does the narrator describe her black colour? How is she represented in the passage?***
- ***Question 2: How is the African woman similar or different from the narrator?***

These questions focus on character analysis. The focus is mainly on 'participants' which is the initial component of the Transitivity framework. The awaited result is that, in addition to a mere description, students shed light on drawing a comparison between the characters on the one hand and their significance and symbolism on the other.

- ***Question 3: How does language choice symbolize the African woman such as, savage, superb, wild-eyed, magnificent, ornaments, tusks, walked with measured steps, treading the earth proudly, etc.? what feminine aspects are qualified to her? Is her representation stereotypical?***

This question aims to gauge students' ability to reflect upon some language choices identified in the kind of processes and circumstances that contribute to ideological images. In describing her femininity, students can refer to Kurtz's Intended.

- ***Question 4: Discuss the representation of women? what cultural and ideological facets are displayed in the passage?***

Based on character analysis and language choice, students interpret the cultural context of the passage. Students discuss the representation of women in Joseph Conrad's 'Heart of Darkness'.

3.6.1.1.3. Tests Evaluation

After administering the tests, the researcher has another task evaluating and grading students' answers to the pre and post-test. The evaluation of the test is concerned with the analytical quality of students' answers.

As stated earlier in this chapter, the aim of the pre-test and post-test is to experiment and measure the transitivity framework as a stylistic method for analyzing literary texts' aptness to promote students' critical and analytical ability to interact with a literary text through an evaluation of students answers (written in a form of an essay) before and after being exposed to the experimental manipulation. Actually, the researcher's focus is on a number of skills that are aspired to be brought about in the participants' essay after the manipulation. More precisely, the researcher will evaluate their ability in comprehension, reflection, and interpretation. The following table describes the evaluation checklist:

Table 3.2

Pre-Test/Post-Test Evaluation Checklist

Basic Skills	Sub-skills	Description
Characterization	✓ Naming characters (2pts) ✓ Character appearance (2pts) ✓ Gender ignorance/presence (2pts)	-Evaluation of characters' traits, actions, and roles in the passage. -Characterization patterns of male/female characters: reflect on the types of processes used by male/female characters -Assign gender conflicts, if any.
Literal comprehension	✓ Facts/ Events (2pts) ✓ Figurative language (2pts) ✓ Emotional/cognitive appeals (2pts)	-The study of circumstances (time, place, adverbial adjunct) to assign the settings of the story. -The emotional tone of the passage, mood
Interpretation	✓ Reflection on language choice (2pts) ✓ Cultural issues (2pts) ✓ Intertextual inference (author, title, ideology, history) (3pts)	-Reflection on the particular use of processes (material, behavioral, cognitive, mental, etc.) -Interpret the social and the cultural context, traditions, beliefs, attitudes, etc., based on character analysis.

3.6.1.1.2. Description of the experimental manipulation

So as to simplify the process of applying the Transitivity framework for students and analyze a literary text we worked on designing two lesson plans with lead-in questions and activities. For both lessons, we went through the following steps:

a) Choosing a novel from the third-year undergraduate program.
b) Selecting representative passages from the novella Heart of Darkness written by Joseph Conrad. This novella was previously taught by their teacher in the classroom in the form of classroom presentation projects. Though having prior knowledge of the novella, students neither read the novel nor experienced any analytical process.
c) The three selected texts (two extracts for the lessons and one for the post-test) hold different representations of gender.
d) Have students implement *productive reading*. Meaning, they are supposed to read, analyze and produce a written essay.
e) The lessons we went through were characterized by discussions of questions and activities, explaining difficult words, and guiding students in every step of the lesson.
f) So as to analyze characters from a gender perspective, students were asked to use different colors: blue for male characters and red or pink for female ones. Colors were used to allocate the characters in the passage, underline, circle or highlight their actions, adjectives or expressions used to describe and qualify them.
g) Have students systematically analyze the texts using the Transitivity framework.
h) Both lessons were divided into three main parts: comprehension; explanations and interpretations; discussion of the cultural context.
i) Have students discuss their findings by responding to questions and activities, write up them in the form of an essay.

The following sections further provide details about the composition of the lessons combined with observations while enacting each with the class. To further illustrate and explain the implementation of the Transitivity framework, we use language data from the selected passages.

Sample Lesson:

Characteristics of the text:

The passage from the pre-test was again selected for this lesson. One argument in favor of this option is to facilitate the process of analysis. In addition, students had their first reading of the passage as well as their motivation to learn a systemic way of analysis of the text. The lesson was considered as a session of preparation, practice, production, correction, and feedback.

Part one: Comprehension

This part involves lead-in questions for comprehension. The questions were formed on the basis of the Transitivity framework, starting with the participants, moving to processes and circumstances. For students struggling with some basic concepts of the Transitivity framework, a set of terms were modified to facilitate students' understanding. For example, the term 'participants' was swapped by 'characters'. In addition, the term 'gender' is presented by the words 'men/women' or 'male/female characters. For material processes, the verb 'to act' is used. Behavioral processes are also modified by the term 'physiological actions'. For mental processes, verbs such as 'to think', 'to feel', 'to desire' are used. Relational processes are represented by the verb 'to describe'. All in all, Participants, Processes, and Circumstances were indirectly presented in the form of guiding questions illustrated as follows:

- **Question 1: who are the characters playing in this passage?** This question was directed to assign and name the characters.
- **Question 2: pick out from the text sentences that illustrate:**
  a. **Who performs actions in the extract?**
  b. **Who have things done to them?**

It was intended to divide the characters into doers, those who do and perform actions and those who have things done to them.

- **Question 3: is gender ignored or emphasized?**

It tended to explore whether gender is evidenced or ignored in the passage. Here, students had to refer to the narrator and the group of Africans he describes.

- **Question 4: who acts? Are his/their actions affecting? illustrate from the text.**
- **Question5: who thinks?**
- **Question 6: Who feels?**

Such questions were intended to further analyze the different processes used in the text and whether such processes are affecting. For example, for material processes, students analyzed characterization by seeing whether there were characters affected by particular actions, i.e. Goals. The questions focused on six main processes: material, behavioral, existential, and mental with its main types (emotive, cognitive perceptive, and desiderative), relational, and verbal. Questions about some processes, the material, mental and relational, were directly asked while the other processes, behavioral, existential, and verbal were later inferred in the second part of the lesson. Accordingly, the questions were explicitly and implicitly formed in order to enhance interpretation.

- **Question seven: Who is particularly demeaned in the text? Justify from the text.**

The last question was directed for students to explore the circumstances in which events took place. Circumstances are the last part of the Transitivity framework. The teacher can help students infer to some prepositional phrases and to whom they refer. For example, within the dim light, in all the attitudes of pain, in the greenish gloom, from all the recesses of the coast, etc.

Part Two: Explanation and interpretation

This section involved students giving explanations to their answers illustrating from the text as well as supposedly providing personal interpretations. This part was also organized by the researcher in the form of guiding questions. It is worth noting that each question from the second part is a critical and reflective version of the question in the first part of the lesson illustrated as follows:

Question one: why does the narrator describe the Africans through their body parts?

The question stands on characters who have conflicting outlooks such as: cultural vs. primitive, powerful vs. weak, men vs. women, man vs. man, and woman vs. woman if it is appropriate. In students' analysis of characterization, they focused on the binary men vs men in relation to other binaries cultural vs. primitive, powerful vs. weak and the self vs. the other. In this context, students explain and interpret the way the narrator Marlow names the Africans through their body parts and other strange names in the passage.

Question two:

A. what does the Africans' behavior resemble according to the passage? Why does the narrator use such representation?

B. how are these people exploited? What effects do such actions have on them?

As it is seen, the second question is divided into two parts and it is considered as a reflective question of the first section: Comprehension. After the students identify the types of actions that the Africans perform, they denote if they look like normal human beings or other creatures. Students further explain and interpret the use of the passive forms to represent the Africans in the passage as in, brought from all the recesses, lost in uncongenial surroundings, fed on unfamiliar food, etc., according to question b.

- **Question three: does the narrator endorse the masculine aspects of the Africans?**

This question is a reflection of the third question and an extension to question one. According to the context of the passage, the students give further interpretations about the reasons the narrator describes the group of Africans as animals and bizarre creatures humiliating their masculine identity.

- **Question 5: why does the narrator refer to some aspects of human beings as feeling and thinking to himself rather than the Africans?**

This question is an extension to question 4,5,6 of the first section of the lesson. Here, the students compare and reflect upon the types of actions that are attributed to the Africans in contrast to the narrator.

- **Question 6: what stereotypes are given to black people?**
- **Question 4: what kind of impressions do you find in the passage?**

Such questions pave the way to the last section: a discussion of the cultural context. The students infer the mood of the story and allot what stereotypes are represented in the text.

Part three: Discussion of the Cultural Context

In this part, the students write their last version of the literary analysis based on the stylistic framework they went through in the previous sections. Students come close to the following ideas in relation to characters, events, moods, and circumstances. Thereafter, they can also refer to intertextual elements as the writer, the title of the novella, other imperialist writers, critics, etc.

- Presentation of two different societies and the cultural myths about Africa and the Africans: Marlow vs. the Africans
- Ethnocentric attitudes of Europeans
- European imperialism
- Views of Masculinity and Femininity in the eyes of the Europeans
- The dominant ideology of the Europeans

3.6.1.2. Description of the Questionnaires:

In any research attempt, the questionnaire is another source for gathering data. This tool can be addressed to a large number of participants mainly for the purpose to gain people's opinions, beliefs, attitudes, and experiences. Respondents are typically supposed to report about issues as well as to show their positions and views toward particular behaviors or other interests. Blaxter et.al, sustain that*: "The idea of formulating precise written questions, for those whose opinions or experience you are interested in, seems such an obvious strategy for finding the answers to the issues that interest you*." (2006, p. 201). In addition, a significant point to mention is that to design a questionnaire, the researcher should take into account its length, format, and its main parts. Also, leaving space for respondents to answer the questions is also necessary (Kothari, 2004, p. 100). Moreover, a well-designed questionnaire is constructed with an acknowledged purpose along with clear and simple questions.

Basically, questions fit into three forms, viz., multiple-choice (or closed-ended) questions, open-ended questions, and a mixture of both. In closed-ended questionnaires, respondents ought to select one of the alternative possible answers, whereas in open-ended they answer freely. Questionnaires serve to elicit information provided that questions are blended in the right manner. Serving multiple functions, questionnaires are used in quantitative and qualitative research to reach descriptive, exploratory, or experimental purposes. Using close questions helps in getting numerical data identified in quantitative methods whereas open-end questions "provide a more complete picture of the respondent's feelings and attitudes." (Kothari, 2004, p. 100).

3.6.1.2.1. Teachers' Questionnaire

In this study, a questionnaire is designed to further measure the variables by raising questions and then reporting what arises from the findings. The questionnaire is addressed to foreign language teachers of Literature at some Algerian Universities. As the experimental manipulation phase was meant to control the independent variables by the investigator and explore their causal relationships with the dependent variables, the questionnaire is anticipated to bring out teachers' experiences in teaching Literature in their EFL classes and seek their views about the way they approach literary texts and teach gender-related issues to students. Therefore, the questionnaire is planned to consolidate the findings with the research variables.

Teachers' questionnaire is headed by an introduction in which we respectfully ask for teachers' help to respond as we also explain our intention and purposes behind the design of such questionnaire. It also informs respondents that their participation is essential in the success of our research. In addition, it notifies them to put a tick (√) or cross (x) when appropriate. The questionnaire contains 15 questions, classified into five sections, organized as follows:

- The first section (from Q1 to Q4) aims to get information about teachers' degrees and the period they are teaching Literature. Moreover, it also investigates the area in which they are specified and which level of classes they teach.
- The second rubric included two questions 5-7 which brings attention to the main objectives of teaching literature in the EFL classroom and the possible ways to attain them. Q5 inquires about specific issues that teachers ultimately give prominence to in the teaching of the literature module among which we mention language, culture, language, and culture or further items. Q6 suggests a number of some current objectives that meet the teaching of literature. So, teachers select whether their objectives are limited to getting students familiar with literary style, genre, literary figures, devices as well as history or are further expanded to analytical skills, criticism, and creativity. Q7 seeks to uncover the main procedures that teachers follow to reach the assigned objectives. Most importantly, as with the other sections nearly all the questions are open to supplementary proposals.
- The third part contains three items intended to spotlight the procedures followed by teachers of literature while assigning texts for reading or analyzing. The first two close-ended questions require respondents to tick how frequently they deal with literary texts

and provide activities with short reading assignments in the classroom. Q10 includes examples of tasks in the form of multiple-choice questions with leaving space for teachers to add other suggestions.

- The fourth section (from Q11 to 13) aims to spotlight the pedagogical procedures for teaching culture through literature. Q11 asks whether teachers make an emphasis on the cultural issues inhabited in texts of literature. Q12 aims at stating steps or procedures to acquaint students with cultural enrichment. Q13 inquires about the main components that mostly lead to cultural knowledge in literature.
- The last part focuses on the gender component in teaching culture in the literary course. This section is comprised of two questions. Q14 states the extent to which gender is important or unimportant in any literary text. The last question deals with the possible ways to tackle gender-related issues through literature.

3.6.1.2.2. Students' Questionnaire:

The questionnaire consists of nine (9) questions (See Appendix C). These questions are described as follows:

Section one: Students' Profile

- Question one: is about students' attitudes regarding the Literature course.
- Question two: pursues students' proximity for reading literature.
- Question three: explores students' objectives for taking the literature course.

Section two: Literary Analysis

- Question four: aims to see the extent to which students evaluate themselves in literary analysis.
- Question five: this question is intended to spot areas of difficulty in performing literary analysis.
- Question 6: it investigates how often students are exposed to literary analysis in the classroom.
- Question 7: This question inquires about the ways students deal with literary texts.

Section Three: gender and cultural learning

- Question 8: it probes students' interests and preferences in cultural themes they would like to study in the classroom.
- Question 9: this question further explores their interests/attitudes in gender-related topics.

3.6.1.3. Teachers' Interview

Conducting interviews is of paramount importance as it strengthens the other data collection instruments. Interviews are considered complementary data collection tools because they provide the researcher with qualitative and detailed information for his/her research. In this respect Blaxter et.al put forward that: *"the interview method involves questioning or discussing issues with people. It can be a very useful technique for collecting data which would likely not be accessible using techniques such as observation or questionnaires."* (2006, p. 193). The interview is considered to be a major type of data obtained in the mixed-method design. Creswell (2012, p. 218) claims that researchers can ask open-ended questions to conduct qualitative research for the purpose to get participants' experiences.

The interview, as an organized conversation, is conducted when the researcher cannot directly observe a phenomenon. Therefore, any interview is based on the researcher's schedule and plan, attempting to get firsthand data unswervingly from some well-informed informants (Creswell, 2013, p. 173). The latter eventually leads the investigator to review what is proceeding in the respondents' minds. As the informants may differ in their experiences, emotions, ways of thinking, and perceiving things, this enables the researcher to analyze and compare the answers from different participants. In this point, Creswell (2013, p. 173) adds that the interview contains "counter control" elements in which the interviewee regulates the existing knowledge.

Conducting interviews can be carried out in different ways: one-on-one conversation, in a focus group, by telephone calls, or through emailing. In one-on-one interviews, the researcher basically asks questions and records answers from one informant. Focus group interviews are conducted with four to six respondents. The interviewer can use 'stimulus' as a questionnaire or a videotape of a lesson (Creswell, 2013, p. 173). In addition, rapid access data as telephone conversations and emails can also be employed in the form of target-oriented discussions. On the whole, all types of interviews can offer in-depth information and permit efficient analytic

validity. Interviews are further considered to hold quite a high measurement validity provided that they are well-designed and well-assessed.

The investigator can conduct structured as well as unstructured interviews. This depends on his/her intention to get appropriate information about the subject under investigation. Structured interviews are generally performed with a predetermined structure and organization including questions and focused issues to be discussed. Gass and Mackey (2005, p. 173) further add that structured interviews "resemble verbal questionnaires". However, conducting such an interview is positioned to be too mechanistic and not open to debates between the interviewer and the interviewee. Unstructured interviews, on the contrary, are similar to natural conversations and are conducted without any preparation. Nevertheless, they require sophisticated interviewers who flexibly "develop and adapt their own questions" (Gass & Mackey, 2005, p. 173). In the interim, a semi-structured interview can be designed with a flexible interview procedure along with supplementary open-ended or close-ended questions and comments.

In this study, the investigator designs a set of questions in the form of a semi-structured interview. The focal point in this interview is to ask adequate questions to explicitly probe the research assumptions about the integration of the gender component in the teaching of literature and foreign culture, on the one hand, as well as to explore the teachers' perspectives and experiences in teaching literary texts by means of the stylistic approach, on the other. Our aim is to acquire more pertinent facts from the respondents about the realities of teaching literature in the EFL classroom. To this end, the interviewees are provided with contexts to express their views and share their experiences in the classroom.

More considerably, we employ this data collection method to allow for triangulation of the information; therefore, increasing the reliability and trustworthiness of the data. Yet, to best mediate with the challenges of conducting the interview during the coronavirus pandemic the researcher is obliged to integrate email interviews. In this situation, some aspects of the structured interview protocol are conducted with some interviewees. So as to boost flexible coding with the emailed teachers, the inquirer sends more than one email to one individual respondent and focus on detailed information about particular points. This is due to the fact that some emailed respondents provide direct and superficial answers in contrast to others.

A semi-structured interview was conducted with three teachers from the University of Mascara. As for the emailed informants, the teachers belong to other Algerian Universities. All

the informants are currently teaching in their Departments of English Language and their teaching experiences differ from one teacher to another. The selection of the teachers who participate in the scenario-interview procedure is done through nonprobability sampling, typically 'convenience sampling'. Such selection is axiomatically performed under certain circumstances such as the respondents' spatial and administrative accessibility within the researcher's location in collecting the other data. Other practical criteria include some of the informants' availability and willingness to provide credible data.

The semi-structured interview is also applied to gather in-depth data from foreign language teachers of literature. In this type of interview, open-ended questions were designed in advance, based on arranged investigating questions. It is patently explored from issues connected to the present study including the review of related literature and a complement to the other utilized instruments as the experimental manipulation and the questionnaires. Moreover, some unprepared and unexpected questions can be incorporated while interviewing some teachers to probe issues related to students' performance in the fiction class. Thereafter, the interview questions are addressed to one post-graduate student and two teachers to find out whether the interview model is appropriate to the related research variables.

The content of the interview is described as follow:

- **Question one**: is intended to provide personal information including teaching experience and qualification.
- **Question two**: explores the main challenges that teachers of literature face in promoting cultural learning.
- **Question three**: investigates students' willingness/unwillingness to read literature. In addition, it aims to stand upon students' deficiencies in performing literary analysis and whether teachers rely on a language-based approach to facilitate the process.
- **Question four**: asks about teachers' practical procedures according to the approach they use.
- **Question five**: seeks the teachers' perceptions about the gender component and its aptness in helping the learners reflect upon social and cultural issues in texts of literature.
- **Question six**: situates the use of practical tasks to analyze a text from a gender standpoint.

- **Question seven**: requests the interviewed teachers to propose a body of literary texts from the three Literatures, if possible, to enhance awareness and reflection on feminist or gender-related issues mainly for Third Year Classes.
- **Question eight**: strives for giving further insights and experiences about teaching culture by enhancing awareness of gender-related issues.

3.7. Approaches to Data Analysis:

In most cases, researchers must clearly decide in advance the aims and the possible outcomes to conduct research. Accordingly, Kothari (2004, p. 32) recommends that "*preparation of the research design should be done with great care as any error in it may upset the entire project*". In other words, the preparation of the research should be clearly defined along with procedures and techniques. The 'research problem' that researchers raise as they are introduced to research is amenable to a particular method. Along with the help of supervisors, researchers handle the problem at stake to research based on a quantitative, a qualitative, or a mixed method. These choices will guide them in the business of trying to solve the complex and multifaceted issues they encounter in conducting research.

3.7.1. Quantitative Research Data

In conducting research, researchers depend on a particular method in collecting data or use different research perspectives. The general aim is to take what is suited to the topic or the problem at hand. The quantitative method is scientific in nature which *"uses objective measurement to gather numeric data that are used to answer questions or test predetermined hypotheses."* (Donald Ary et.al, 2010, p. 22). In other words, a quantitative method is much more reliable in testing hypotheses through numbers and statistical measurement. In the same way, Jonker and Pennink (2010, p.38) define the quantitative method as *"purely scientific, justifiable, precise and based on facts often reflected in exact figures."* The researcher, then, makes a clear shape of the research he conducts, objectively examines and justifies facts without any personal intervention.

3.7.2. Qualitative Research Data

As distinct from the other kind of research, data collection in qualitative research is based on observation and explanation. This approach stands different from quantitative methods in terms of principles and procedures. In this sight, Donald Ary et.al state that: *"Qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors."* (2010, p. 419) This method elicits views by observing people, behavior, and many other phenomena.

At the outset of qualitative research, researchers lay out several areas of study and investigations about people's beliefs, opinions, and expectations in natural settings. Besides, they take into account the fact that social and human phenomena totally differ from exact sciences. It is noted by Donald Ary et.al, that: *"Qualitative researchers seek to understand a phenomenon by focusing on the total picture rather than breaking it down into variables. The goal is a holistic picture and depth of understanding rather than a numeric analysis of data*." (2010, p.29)

In quantitative research, the whole work is related to specifying the relationships between variables. However, qualitative research requires a profound and thoughtful understanding of the phenomenon. The approach is generally concerned with conducting ethnographic studies, analyzing a textbook or any other document, and interpreting particular behaviors as well.

3.7.3. Mixed-Method Data Analysis

Our last attempt in this empirical chapter is to describe the set of procedures for analyzing the data collected from the research instruments. By virtue of the data collection tools, the research questions, the hypotheses, along the purpose of this research, the data take statistical and qualitative facets. As a matter of fact, the research fits into a category that calls for the use of a mixture of a quantitative and qualitative approach to data analysis.

Within the context of the present research, data analysis is performed through a qualitative approach that seeks out an objective and vivid interpretation of the subject of the

study and the factors related to it. The researcher follows qualitative analysis by grouping and organizing the participants' answers, notably those gathered from the teachers' and the students' opinions derived from the questionnaire and the interview in addition to the analysis of the data obtained from the evaluation of the pre-test and post-test answers. All these aim at interpreting the results in order to draw a clear picture of the contribution of the Transitivity framework in refining students' analytical skills to reflect and interpret cultural issues from a gender perspective.

Given the experimental paradigm of the study at hand, a quantitative approach is also directed to analyze the tests' numerical scores that the group of students passed by before and after the manipulation. The purpose behind adopting this approach is to draw the impact of applying literary analysis based on the stylistic/language-based approach, called "Transitivity", on learners' performance. Notably, a process of summarizing the findings obtained from the tests scores is also followed by calculating the three measures of the Central Tendency Mean, Median, and Mode so as to assign the representative score that detects students' achievement. In fact, this approach is of significant utility to determine students' performance and establish the causality between the variables of the subjects under measurement. The following table further describes data analysis procedures:

Table 3.3

Data Analysis Procedure

Data Instruments	Analysis Procedure	Description
Pre-Test and Post-Test	➢ Quantitative Analysis ➢ Qualitative Analysis	➢ Calculation of scores by use of Excel software. ➢ Calculating Measures of Central Tendency (Mode, Mean, Median) ➢ Comparison of the overall average scores. (*t* Test) ➢ Describe and discuss students' tests answers.
Questionnaires	➢ Quantitative Analysis ➢ Qualitative Analysis	➢ Calculation of absolute and relevance frequency of the answers to the questionnaires. ➢ Calculation of the percentage of the overall answers for close-ended questions ➢ Analyze documentary data for open-ended answers.
Teachers' Interviews	➢ Qualitative Analysis	➢ Present the respondents' responses. ➢ Organising data and matching it with the variables and the other instruments.

3.7.4. Instrumentation: Internal and External Validity

It is worth remembering that two significant elements that most researchers care about during their research process are internal and external validity. Researchers, then, ought to take considerable measures to guarantee internal and external validity. The former "*relates to how you gather and analyze your empirical data*" (Biggam, 2011, p. 145). External validity refers to the possibility to generalize the findings or to apply them in other settings. Therefore, in the present research, we made clear our research strategy along with research purpose, research design, and techniques. In addition, our present study is based on mixed-method research which pushed the researcher to use triangulation data techniques including pre-test and post-test procedures, students' and teachers' questionnaires, and teachers' interviews. Triangulation in turn guarantees validity (Sapsford & Jupp, 2006, p. 89).

On the one side, the experimental manipulation preceded by a pre-test and followed by a post-test that we implemented during the research process is based on aspects of the Transitivity framework. Accordingly, that means we possibly minimized subjectivity and bias. On the other side, questionnaires and interview methods blend closed and open-ended questions. These two kinds of questions ought to be analyzed quantitatively and qualitatively using numerical procedures along with descriptive methods. Besides, what makes our research externally valid is that Transitivity Analysis is multidisciplinary and can extend to every area in the teaching context as to teach literature, cross/intercultural studies, and history. In addition, this approach can be applied to undergraduate and postgraduate learners.

3.8. Methodology Limitations

The present research work has encountered a number of methodological limitations. First of all, time and some participants' unavailability are the main obstacles that curtailed the fulfillment of the current study. In fact, the population selected for the study consisted of nearly 200 students divided into four groups which made it difficult to operate the independent variable. For that reason, we asked the students to participate voluntarily on each Tuesday from 8:30 to 10:00. A number of thirty students from the first group take part in this research work.

The Covid-19 pandemic that started to spread from the year 2019 had a substantial effect on the actualization of the current study. Resultantly, access to some teachers to answer the questionnaire and conduct interviews proved difficult. The researcher made use of e-mails to

contact some teachers of literature from different Algerian Universities and requested their possible contribution to filling in the questionnaire and providing answers to the interview questions.

One more weakness of the research design was the e-mail-interview. Perhaps, one of the disadvantages of e-mail interviews is the potential for short and concise answers provided by the respondents unlike those which were performed in a face-to-face manner. Another limitation is that the researcher plays the role of practitioner and analyst that could lead to bias. However, triangulation is used for the purpose to avoid researcher bias and ensure validity of the data.

3.9. Conclusion

The third chapter of this thesis outlined the methodological facet of the current empirical study. The researcher provided a general account of the main procedures including objectives, research design, research questions, hypotheses, and data collection tools and analysis. The first part, indeed, was devoted to describing the learning/teaching situation. Thereafter, an account of the research design and methods used in this research including the sample population and research instruments used to collect data were also introduced in detail. The chapter concludes with a discussion of the approaches utilized in data analysis, notably the qualitative and quantitative approaches. On that basis, the use of different instruments resulted in considerable data that is going to be analyzed, discussed, and interpreted in the forthcoming chapter.

CHAPTER FOUR :

Data Analysis and Discussion of the Findings

CHAPTER FOUR: Data Analysis and Discussion of the Findings

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4.1. Introduction

In this Chapter, data gathered from the previously mentioned research tools are to be analyzed quantitatively and qualitatively and discussed to answer our three research questions. The chapter is divided into four parts. The first part deals with the results drawn from the pretest and the posttest, where students' achievement is to be measured in the experimental settings and then findings from both tests are to be compared to determine whether the applied method is effective.

The second part of the chapter is devoted to the data drawn from the questionnaires, where it provides a quantitative and a qualitative analysis followed by an interpretation of the students' and teachers' responses. The third part of the current chapter provides qualitative analysis and an interpretation of the results obtained from the teachers' interviews. Afterward, data from the three instruments are to be combined and discussed altogether in an attempt to confirm the three hypotheses of our study.

4.2. Tests Results

As has been mentioned earlier in the third chapter of this thesis, the researcher opted for the use of tests for the purpose to measure students' analytical performance of texts of literature after being exposed to the Transitivity framework. The analysis is based on the study of gender differences and the possibility to reflect on cultural issues. It sounds utile, for clarity's sake, to remind that a pre-test and post-test are correspondingly designed in the form of guiding questions directed to the same aim. Both tests were administered to the students who participated in the experimental manipulation with the researcher. Accordingly, the pre-test and post-test yielded the following results.

4.2.1. Pre-test Results

Before the administration of the pre-test, the sample of students assigned for the study had been previously exposed to some lectures and classroom presentations by their teacher. The content of the lectures was related to African, pre-colonial, and post-colonial literature in addition to the novel 'Heart of Darkness written by Joseph Conrad. For that reason, the passage selected for the pre-test meets the requirements of students' background knowledge. The results of students' scores ranged from 02 to 11,5. More precisely, this test revealed that eight (8)

students managed to obtain the average score out of thirty (30) students. Stated differently, 73,33% of the participants were under the average as reported in the following table.

Table 4.1

Pre-Test Scores

Students' Number	Pre-Test Evaluation Checklist									Score /20 pts
	Characterization			Literal Comprehension			Interpretation			
	Naming characters 2 pts	Character appearance 2 pts	Gender presence/ ignorance 2 pts	Facts/ Events 2 pts	Figurative language 2pts	Emotional/cognitive appeals 2 pts	Reflection on language choice 2 pts	Cultural issues 3 pts	Intertextual inference (author, title, ideology, history) 3 pts	
1.	2	1	0	0,5	0	0	0	1	1	**5,5**
2.	1	0	0	1	0,5	1	0	1	1	**5,5**
3.	0	0	0	2	0	0	0	0	0	**2**
4.	1	1	0	1	0	0	0	0	0	**3**
5.	0,5	1	0	0,5	0,5	0,5	1	0	1	**5**
6.	0	0	0	1	0	1	0	0	1	**3**
7.	1	0	0	1	0	0	0	0	0	**2**
8.	1	1	1	0	0	0	0	0	0	**3**
9.	2	2	1	0	0	0	0	0	0	**5**
10.	2	1	0	1	0	0	0	0	2	**6**
11.	0	0	0	1	0	1	0	1	2	**5**
12.	2	1	0	1	1	1	0	0	1	**7**
13.	2	1,5	0	1	1	0	1	0	0	**6,5**
14.	2	1	1	2	1	0	0	1	2	**10**

15.	1	1	0	1	0	0	1	0	0	**4**
16.	2	1	0	2	1	1	1,5	1	1,5	**11**
17.	0,5	0	0	2	0	1	0	1	2	**6,5**
18.	2	2	0	1	1	1	1,5	2	1	**11,5**
19.	2	1	0	1	1	1	1,5	1,5	1	**10**
20.	1	1,5	0	2	1,5	1	0	1	2	**10**
21.	2	1,5	0,5	2	1	1,5	1	1	1	**11,5**
22.	2	1	0	2	0	1	0	2	1	**9**
23.	1	1	0	1	1,5	1	1	0	1	**7,5**
24.	1	1	0	1	1	1	1,5	1	1,5	**9**
25.	1	1	0	2	0	0	1	1	2	**8**
26.	2	1,5	0	2	1	1	1	1	1	**10,5**
27.	2	1	0	1	0	1	0	0	1	**6**
28.	2	1	0	1	1	1	1	0,5	1	**8,5**
29.	2	1	0	1	1,5	1,5	1	1,5	1,5	**11**
30.	1	0	1	0	0	0	0	0	1	**3**
	41/60	**27/60**	**4,5/60**	**35/60**	**15,5/60**	**18,5/60**	**15/60**	**18,5/90**	**30,5/90**	**205,5/600**

Table: Pre-Test Scores

To summarize the data set of the pre-test scores and find the most representative score that best represents students' analytical performance, the researcher opts to assign and calculate the three measures describing the Central Tendency: Mean, Median, and Mode.

a. **Mode**: the most frequently occurring score in the table is (3). Therefore, mode=3
b. **Mean**: after calculating the sum of the students' scores divided by the number of the testees, we find the following result:

$$\bar{X} = \frac{X1 + X2 + X3 + \ldots + Xn}{N}$$

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{205,5}{30}$$

$$\bar{X} = 6,85$$

c. **Median:** in order to assign the median, the list of students' scores should be put in ascending order, as follows:
2 2 3 3 3 3 4 5 5 5 5,5 5,5 6 6 6,5 | 6,5 7 7,5 8 8,5 9 9 10 10 10 10,5 11 11 11,5 11,5
As far as the middle number is odd, the median is located in the (n+1)/2. Therefore, the median is (6,5 + 6,5) / 2 = 6,5. The following table summarizes the central tendency of data set of the pre-test scores:

Table 4.2

Central Tendency of the Pre-Test Scores

Central Tendency		
Mode	**Mean**	**Median**
3	**6,85**	**6,5**

As it is presented in the table above, the central tendency shows that the overall statistical distribution of the scores achieved by the testees revealed that the score with higher frequency attained in the test is three (3). In addition, the central point of the scores is represented by the value six point five (6,5) and the arithmetic average of the students' scores is represented by the value six-point eighty-five (6,85).

4.2.1.1 Description of the pre-test scores

As previously determined, the pre-test was assigned to test students' analytical skills based on the knowledge they had acquired in their previous lectures before being exposed to the manipulation. This test was also intended to gauge the students in performing literary analysis as a first-time experience. Resultantly, the measure of central tendency shows that the scores are generally low.

The lowest score is two (2) whereas the highest score is only eleven point five (11,5). Furthermore, the pre-test yielded below-average scores from two (2) to nine (9). Only eight (8) students out of thirty (30) achieved adequate results. In the meanwhile, the frequently repeated score is three (3) which is considered as a very low score. The value of six-point eighty-five (6,85) is the average score. The fact that 26, 66% of the testees yielded passable scores whereas 73,33% of the students came up with low scores reveals that students lack the analytical skills as well as the ability to synthesize and evaluate information embedded in texts of literature.

Furthermore, results of the pre-test show the students' patent weaknesses in Literal Comprehension and Interpretation skills with an insignificant reference to gender-related issues. Correspondingly, the table reveals that the testees could reach 72,5 out of 180 points in the process of describing characterization, whereas 69 out of 180 points were attained for literal comprehension and 64 out of 240 points were yielded from the interpretation phase.

Accordingly, analysis of the post-test scores will reveal whether students' analytical performance is improved after applying the Transitivity framework for literary analysis during several successive sessions.

4.2.2 Post-Test Results:

Following the same procedure in the Pre-test evaluation, the researcher corrected students' papers based on characterization, literal comprehension, and interpretation.

Evaluation of the post-test answers aims at analyzing students' analytical skills and seeks to see whether their performance has improved in comparison to the results attained from the pre-test.

During several sessions, the researcher presented the Transitivity framework with the same sample who went through the tests. After applying several tasks, the students were requested to pass another test. Thereby, students' scores on this test manifested a remarkable difference as compared with the pre-test. Students' scores ranged from five (5) to fifteen (15). It is also noticeable that twenty (20) students out of thirty (30) standing for 66,66% got acceptable scores whereas 10 students who represent 33,33% of the testees attained below the average score. The following table presents the overall scores of the post-test.

Table 4.3

Post-Test Scores

Students' Number	Post-Test Evaluation Checklist									Score /20 pts
	Characterization			Literal Comprehension			Interpretation			
	Naming characters 2 pts	Character appearance 2 pts	Gender presence/ ignorance 2 pts	Facts/ Events 2 pts	Figurative language 2pts	Emotional/cognitive appeals 2 pts	Reflection on language choice 2 pts	Cultural issues 3 pts	Intertextual inference (author, title, ideology, history) 3 pts	
1.	2	2	1	1	1,5	1	1	1	1	**11,5**
2.	2	1	0,5	1,5	0	1	1	1	1,5	**9,5**
3.	2	1	1	0	1	0,5	0,5	0	1	**7**
4.	1	1	0,5	0	0	0	0,5	1	1	**5**
5.	2	1	1	1	1	1,5	2	1	2	**12,5**
6.	2	1	1	2	0,5	1,5	1	1	1	**11**
7.	2	1	0	1	0	0	1	0,5	1	**6,5**
8.	2	1,5	1,5	1	1	1	0,5	1	2	**11,5**
9.	2	2	1,5	1,5	1	1	1	0	1,5	**11,5**
10.	2	2	1,5	1,5	1	1,5	1	1	2	**13,5**
11.	2	1,5	1	1,5	0	1	0	1	2	**10**
12.	2	1,5	1	1,5	1,5	1	1	1	1,5	**12**
13.	2	1,5	1	1,5	1,5	1	1	1	1	**11,5**
14.	2	1	1	2	1	0	0	1	1	**9**

15.	1,5	0	0	1,5	1	0	1	0	1	**6**
16.	2	2	1	2	1	2	1,5	1,5	2	**15**
17.	1,5	1,5	0	1,5	1	1	1	1,5	2	**11**
18.	1,5	1	1	1,5	1,5	1,5	1,5	1	2	**12,5**
19.	2	1,5	1	1	1	1,5	1	1,5	2,5	**13**
20.	2	1,5	0,5	1,5	1,5	1	1	1,5	2	**12,5**
21.	2	1,5	0,5	2	1	1,5	1	1	1	**11,5**
22.	2	1,5	0,5	1,5	1,5	1	1	2	2	**13**
23.	1,5	1,5	1	1,5	1,5	1	0,5	1	1	**10,5**
24.	1,5	1	0	1	1	1	0	0	1	**6,5**
25.	1	1	0,5	2	1	1	1	0	2	**9,5**
26.	2	1,5	1	1	1	1	1	1,5	1,5	**11,5**
27.	2	1,5	0	1	1	1	1	1	1,5	**10**
28.	2	1	0	1	1	1	1	0	1	**8**
29.	2	1	0	1	1	1,5	1,5	1	2	**11**
30.	1,5	1	1	0	0	0	0	0	1,5	**5**
	55/60	**39/60**	**21,5/60**	**38/60**	**28/60**	**29/60**	**26,5/60**	**26/90**	**45,5/90**	**308,5/600**

Table: Post-Test Scores

Measuring the typical numerical point in students' post-test data set, measures of central tendency are applied to find out the main values of the mode, mean, and median.

a. **Mode**: the most frequently occurring score in the table is (11,5). Therefore, the mode= 11,5.

b. **Mean**: after applying the formula described as the sum of the students' scores divided by the number of the testees, we find the following result:

$$\bar{X} = \frac{X1+ X2+ X3+ \ldots + Xn}{N}$$

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{308,5}{30}$$

$$\bar{X} = 10,28$$

c. Median: in order to assign the median, the list of students' scores should be put in ascending order, as follows:

5 5 6 6,5 6,5 7 8 9 9,5 9,5 10 10 10,5 11 11 | 11 11,5 11,5 11,5 11,5 11,5 11,5 12 12,5 12,5 12,5 13 13 13,5 15

The middle number in the ascending order appears as odd. Therefore, the median is located in the (n+1)/2. Therefore, the median is (11 + 11) / 2 = 11. The following table summarizes measures of central tendency of the overall students' scores:

Table 4.4

Central Tendency of the Post-Test Scores

Central Tendency		
Mode	**Mean**	**Median**
11,5	**10,28**	**11**

The statistical results of the distribution of the post-test scores revealed that measures of central tendency yielded the value eleven point five (11,5) as the most frequently occurring score. In addition, the value ten-point twenty-eight (10,28) represents the central numerical point of the scores and the average of the overall scores reached the value eleven (11).

4.2.2.1 Description of the Post-Test Scores:

After passing a considerable number of sessions practicing text analysis by use of the Transitivity framework, the post-test was administered to students to evaluate their performance in the three analytical processes that were explored from the framework presented for the study. Students of the experimental group were supposed to write an analytical essay about the passage extracted from the novella "Heart of Darkness". Consequently, the results of the post-test in the three processes, character description, literal comprehension, and interpretation were to some extent encouraging. The average of the overall scores is ten-point twenty-eight (10,28). In the meantime, 66,66% of the testees represented by twenty-two (22) students got average scores as opposed to ten (10) students who were unlucky to get satisfactory scores. Students' average scores varied from ten (10), eleven (11), twelve (12), thirteen (13), and fifteen (15).

Scores of the three analytical processes revealed motivating results in comparison to the pre-test scores. The testees obtained one hundred and fifteen point five (115,5) out of one-hundred and eighty (180) in analyzing 'characterization'. In the following process 'literal comprehension', the tested group recorded ninety-five (95) out of one hundred eighty (180). As for the 'interpretation' analytical process, the students attained ninety-eight (98) out of two-hundred and forty (240). The results obtained from the post-test clarify an improvement in students' acquired ability and skill to analyze texts of literature.

In the following section of this empirical chapter, we are going to draw a correlation between the pre-test and post-test scores. This procedure is demanded to highlight students' progress and improvement in their analytical performance after the manipulation.

4.2.3 Comparison between the Pre-Test and the Post-Test Scores:

It is worth noting to reveal that the comparison procedure of the pre-test and post-test results that we attempt to draw in this section intends to discuss some issues related to the three processes in the evaluation checklist. The discussion of the findings of the tests turns attention

to three major and essential skills that the experimental group had to acquire and to a certain extent marked noticeable progress in them. Each analytical procedure comprises three supplementary skills. Attention will, correspondingly, be turned to two fundamental skills which are the *dependent variables* of this experimental study: reflection on gender-related concerns and interpretation of cultural issues in texts of literature.

The experimental group scores in both tests, notably, in the three analytical procedures conceded a considerable enhancement. Regarding 'characterization', the testees in the post-test succeeded to obtain 115,5 points out of 180 points. Such score is remarkably upgraded in comparison to the pre-test in which students got only 72,5 out of 180. As for 'literal comprehension', the students attained 95 points in the post-test while they gathered 72,5 points out of 180 in the pre-test. In the third procedure 'reflection and interpretation', the students accumulated 98 points out of 240 in the post-test with a thirty-four (34) point lead. The results of the comparison are introduced in the table and the graphic display below:

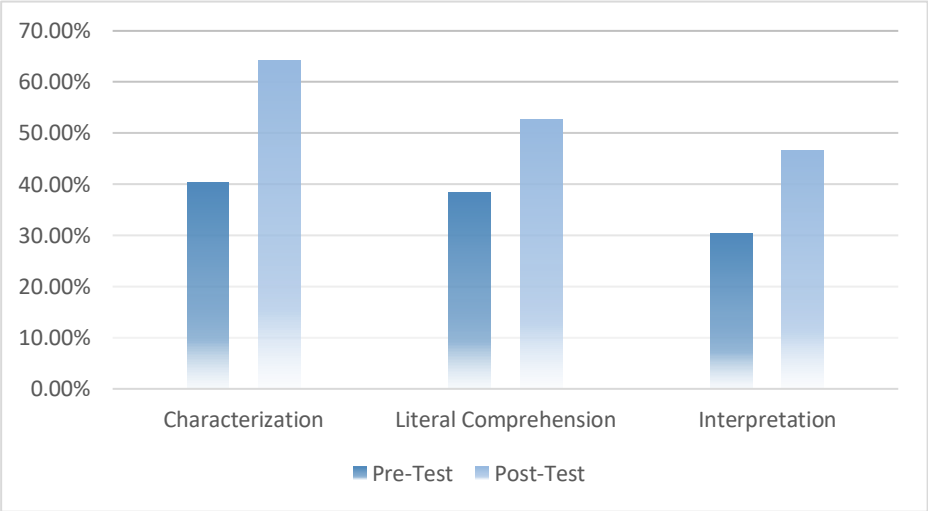
Table 4.5

Comparison between Pre-Test and Post-Test Analytical Evaluation Results

Pre-Test Analytical Evaluation Results		
Characterization	**Literal Comprehension**	**Interpretation**
72,5/180	69/180	64/240
Post-Test Analytical Evaluation Results		
Characterization	**Literal Comprehension**	**Interpretation**
115,5/180	95/180	98/240

Figure 4.1

Comparison between Pre-Test and Post-Test Analytical Evaluation Results



The results show that the sample of the group of the tested students recorded an average of six-point eighty-five (6,85) and an average of ten-point twenty-eight (10,28) in the post-test. Therefore, after applying literary analysis based on the Transitivity framework an advancement of three-point forty-three (3,43) is observed. This value represents the mean difference (MD). Such results are introduced in the table below:

Table 4.6

Comparison between the Pre-Test and Post-Test Mean

Average of the Pre-Test Scores	**Average of the Post-Test Sores**	**Mean Difference**
6,86	10,28	3,43

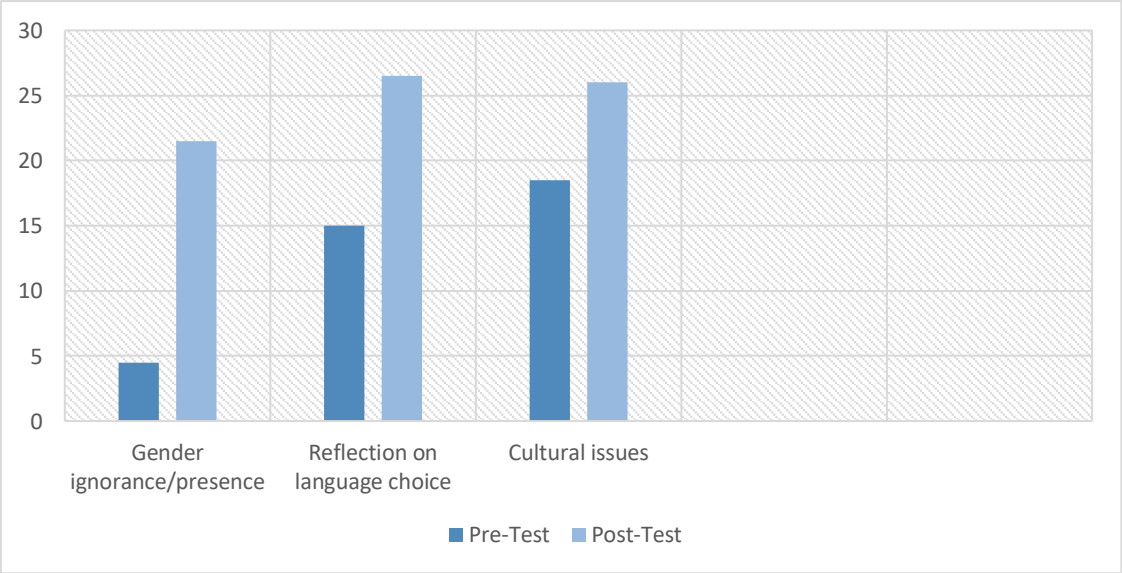
Concerning the *dependent variables* of the present empirical study, the students were tested to find out whether they reflect on gender issues as a result of participants' (or character) description and analysis after the treatment. The analysis further expands to processes (material, mental, behavioral, relational, verbal, existential) and circumstances. Such sort of reflection is supposed to have students analyze language choice that is used to build the characters. Students, therefore, constructed intuitive flashbacks about masculine and feminine features displayed in

the text as far as the characters are concerned. In addition, analysis of processes enabled the students to discern the sets of gender roles and activities ascribed to female and male characters. On the other side, reflection on language use and gender-related issues contributed to interpreting the social and cultural context including thoughts, beliefs, lifestyles, and attitudes that prevail within a particular society or vis- à -vis other societies.

Statistically speaking, comparing the students' scores, in both tests, concerning gender ignorance/presence and reflection on cultural issues selected for the testing reveals a notable improvement. As for the first skill, the students succeeded to get twenty-one point five (21,5) out of sixty points (60) in the posttest while they gathered only four point five (4,5) in the pre-test. In respect to the other component 'reflection on culture issues' selected for the evaluation, it witnessed the progress of seven point five (7,5) lead. Further significant skill related to the dependent variables is 'reflection on language choice'. The measurement of students' achievement in the aforesaid skill marked an enhancement too. The students attained twenty-six point five (26,5) out of sixty (60) in the posttest whereas they formerly obtained fifteen (15) points out of sixty (60). The graph below shows the results of the three skills related to the dependent variables:

Figure: 4.2

Comparison between the Pre-Test and Post-Test Dependent variables



As it is described in the graphic display above, the group of students in the posttest accomplished an important improvement in their analytical performance, mainly, in terms of 'reflection on language use', 'gender awareness', and 'interpretation of the cultural context'. Therefore, the students developed three main skills considered as prerequisites for literary analysis: 'Comprehension', 'Reflection', and 'Interpretation'. Such results explain that the testees in the post-test, admittedly as well as effectively, communicated the three main dimensions of the Transitivity framework: participants, processes, and circumstances in their analytical writing.

What can be deduced from hitherto stated findings is that the application of the procedures of the Transitivity framework, introduced in the form of tasks, was of substantial benefit in improving students' analytical performance. Analysis of 'participants', 'processes', and 'circumstances' helped to acquaint learners with communicative competencies.

4.2.4 Testing Hypotheses

As our study falls into true experimental research, notably, a within-group design, the 'paired samples t-test' should be applied in order to allocate the difference between the set of paired samples, i.e. the pre-and post-test scores. This statistical test is also called the dependent samples t-test. The paired samples t-test is supposed to provide an estimate of the significance of the difference between the means of the pre-test and post-test from the same sample of students in the class. More importantly, it is expected that for every observed change in one student's pre-test score, there will be an expected change in that student's post-test score. The p-value that the test provides gives us information that allows us to accept or reject the null hypothesis. Therefore, if no difference is detected, then, the null hypothesis is confirmed. Otherwise, if the test is significant at $p < 0, 05$, we can reject the null hypothesis and ascertain that the pre-and post-test scores are different, and the differences are not caused by chance.

After having used descriptive statistics to examine the students' performance in analyzing literary texts based on the Transitivity framework, the upcoming procedure will be the application of the statistical test "Paired samples t-test" in order to confirm or refute the present research hypotheses. In order to perform this process, the following free online paired-samples t-test calculator can be implemented as follow: (a) select paired *t* test; (a) cut and paste the pre-test scores in the first column; (b) cut and paste the post-test scores in the second

column; (c) finding the *t* value at the bottom of the page; (d) finding the significance calculation *p* value; (e) making sure that the significance level is $p < 0.05$. Otherwise, this process can be applied manually by following a number of formulas.

It is worth important to review that the first two hypotheses are going to be verified and proved by the use of the paired-samples *t* Test. It is firstly hypothesized that a thorough understanding of the transitivity choices that represent male and female characters in literary texts along with a systemic method of analysis would enhance students' analytical performance. Furthermore, it is also hypothesized that awareness and reflexivity of language use can be of paramount importance for gender awareness which may serve as a necessary component for culture learning. Practically, so as to confirm or reject the abovementioned hypotheses, the following procedures are followed:

- Calculation of the Standard deviation of the difference scores:
- Calculation of the Effect Size
- Calculation of the t ratio
- Calculation of the dependent t-test

4.2.4.1 Statistical Testing of the Research Hypothesis

The alternative hypotheses are:

H1: Thorough understanding of the transitivity choices that represent male and female characters in literary texts along with a systemic method of analysis will enhance students' analytical performance.

H2: Awareness and reflexivity of language use can be of paramount importance for gender awareness which may serve as a necessary component for culture learning.

The null hypotheses are:

H0: Thorough understanding of the transitivity choices that represent male and female characters in literary texts along with a systemic method of analysis will not enhance students' analytical performance.

H0: Awareness and reflexivity of language use do not acquaint learners with gender awareness which will serve as a necessary component for culture learning.

Degree of freedom: N-1= 30-1=29

P value: 0,05 (5%)

Critical value : 1,76

N	Pretest	Posttest	D	D^2
1	5,5	11,5	6	36
2	5,5	9,5	4	16
3	2	7	5	25
4	3	5	2	4
5	5	12,5	7,5	56,25
6	3	11	8	64
7	2	6,5	4,5	20,25
8	3	11,5	8,5	72,25
9	5	11,5	6,5	42,25
10	6	13,5	7,5	56,25
11	5	10	5	25
12	7	12	5	25
13	6,5	11,5	5	25
14	10	9	-1	1
15	4	6	2	4

16	11	15	4	16
17	6,5	11	4,5	20,25
18	11,5	12,5	1	1
19	10	13	3	9
20	10	12,5	2,5	6,25
21	11,5	11,5	0	0
22	9	13	4	16
23	7,5	10,5	3	9
24	9	6,5	-2,5	6,25
25	8	9,5	1,5	2,25
26	10,5	11,5	1	1
27	6	10	4	16
28	8,5	8	-0,5	0,25
29	11	11	0	0
30	3	5	2	4
			∑D=103	∑D²= 579,5

1) The standard deviation of the difference scores S_D is:

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N-1}}$$

$$S_D = \sqrt{\frac{579,5 - \frac{(103)^2}{30}}{30-1}}$$

$$S_D = \sqrt{\frac{579,5 - \frac{10609}{30}}{29}}$$

$$S_D = \sqrt{\frac{579,5 - 353,63}{29}}$$

$$S_D = \sqrt{\frac{225,87}{29}}$$

$$S_D = \sqrt{7,7886}$$

$$S_D = 2,7908$$

2) Effect Size:

d= $\overline{D} / S_D$

d= 3,43/2,7908

d= 1,2290

3) *t* ratio (N.B. In order to determine that the effect size is a function of chance)

t= $\Delta \sqrt{N}$

t= 1,2290√30

t= 6,73

The t ratio tells us that the observed difference is (6,73) times as great as the difference that would be expected under a true null hypothesis. Therefore, the statistical significance of the observed ratio needs to be calculated. The following formula can be used:

4) dependent *t* test:

$$t = \frac{\overline{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{3,43}{\sqrt{\frac{579,5 - \frac{(103)^2}{30}}{30(30-1)}}}$$

$$t = \frac{3,43}{\sqrt{\frac{225,87}{870}}}$$

$$t = \frac{3,43}{\sqrt{0,2596}}$$

$$t = \frac{3,43}{0,50}$$

$$t = 6,86$$

4.2.4.1.1 Interpretation

In the table of t values (see Appendix F), with twenty-nine degrees of freedom at a value of 2,045 is needed for the *t* to be significant at 0,05 level, and a value of 2,756 is needed for significance at 0,001 level. This means that the difference between the two means is significant at the 0,05 level but not at the 0,01 level. If we had set our level of significance at 0,05, we could conclude that Students' performance has changed. Accordingly, the value of the dependent t test is six point eighty-six (6,86) is greater than the critical value of one point seventy-six (1,76) for twenty-nine degrees of freedom (See Appendix E). Resultantly, the alternative hypothesis is accepted whereas the null hypothesis is rejected. This reveals that the implementation of the Transitivity Analysis of male and female characters improved the students' analytical performance of literary texts in the three skills "comprehension, reflection, and interpretation". The results of the dependent *t* test can be related to the subskills included in the evaluation checklist. Most notably, the other hypothesis which assumes that awareness and reflexivity of language use can be of paramount importance to gender awareness which serves as a necessary component for culture learning is also proved positive.

4.3 Results of the Students' and Teachers' Questionnaires:

In this part, data collected from both students' and teachers' questionnaires is analyzed quantitatively as well as qualitatively so as to search classroom realities in teaching and learning literature.

4.3.1. Analysis of The Students' Questionnaire:

As previously described in the third chapter, the students' questionnaire is organized to gain students' attitudes towards the literature course. Further, it investigates their attitudes towards literary analysis standing on the main challenges that students face while performing this skill. The questionnaire also explores learners' preferences about cultural themes and their perceptions about the integration of the gender component into cultural learning. The questionnaire consists of nine (9) questions organized in terms of the data collection objectives. The questions yielded the following results:

4.3.1.1. Students' Profile

The first question investigates the students' appreciation of the literature course. The data obtained from the respondents' answers reveal that fifteen (15) students have a good interest in literature, one student out of twenty-two disliked the course of literature, while four (4) students remained neutral. As for the second question, the results show that undergraduate students' proximity to reading literature is nearly non-existent. Two (2) students stated that they read whole pieces of literature. Six (6) students asserted that they read only some passages from novels or short stories. Fourteen (14) students disregarded their reading of literary works. The purpose of the third question is to see the extent to which the students are susceptible to the literature course by underlying their learning objectives. As it is shown in the table and the graph below, most of the students revealed their interest in other societies and cultures representing 90% of the overall answers and 81% disclosed their need to acquire literary analysis and critical thinking skills. However, students show little concern in learning the English Language through literature and acquiring general knowledge.

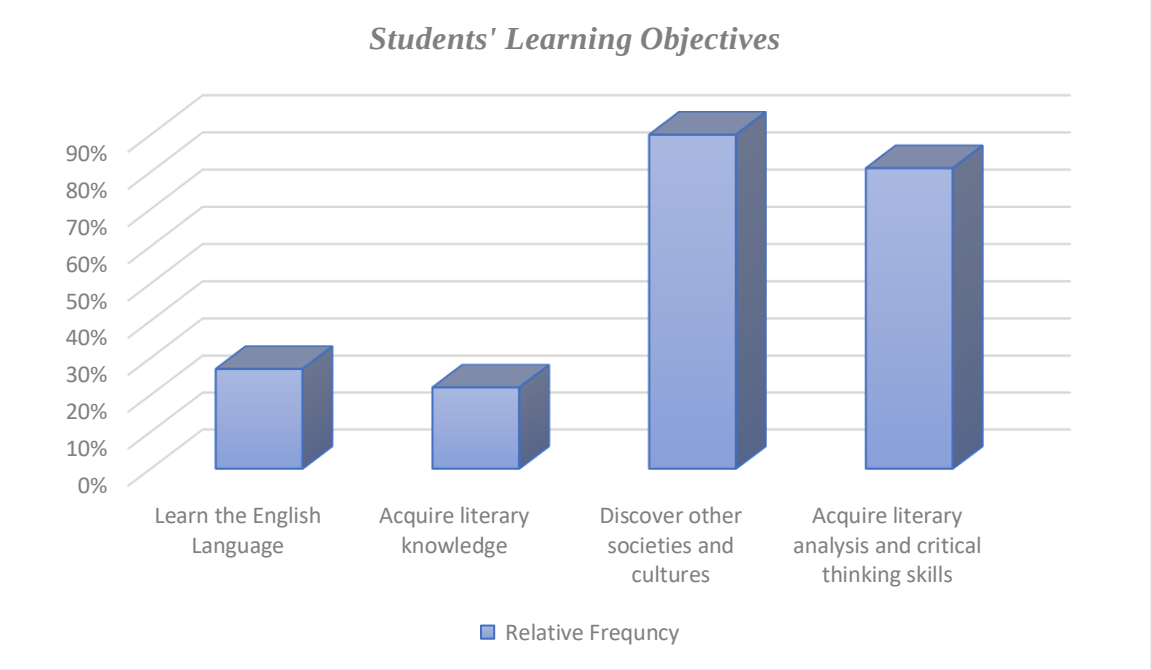
Table 4.7

Students' learning objectives in literature.

Students' learning objectives	***Absolute Frequency***	***Relative Frequency (percent)***
Learn the English Language	6	27%
Acquire literary knowledge such as literary genres, movements, writers, etc.	5	22%
Discover other societies and cultures.	20	90%
Acquire literary analysis and critical thinking skills.	18	81%

Figure 4.3

Students' learning objectives in literature



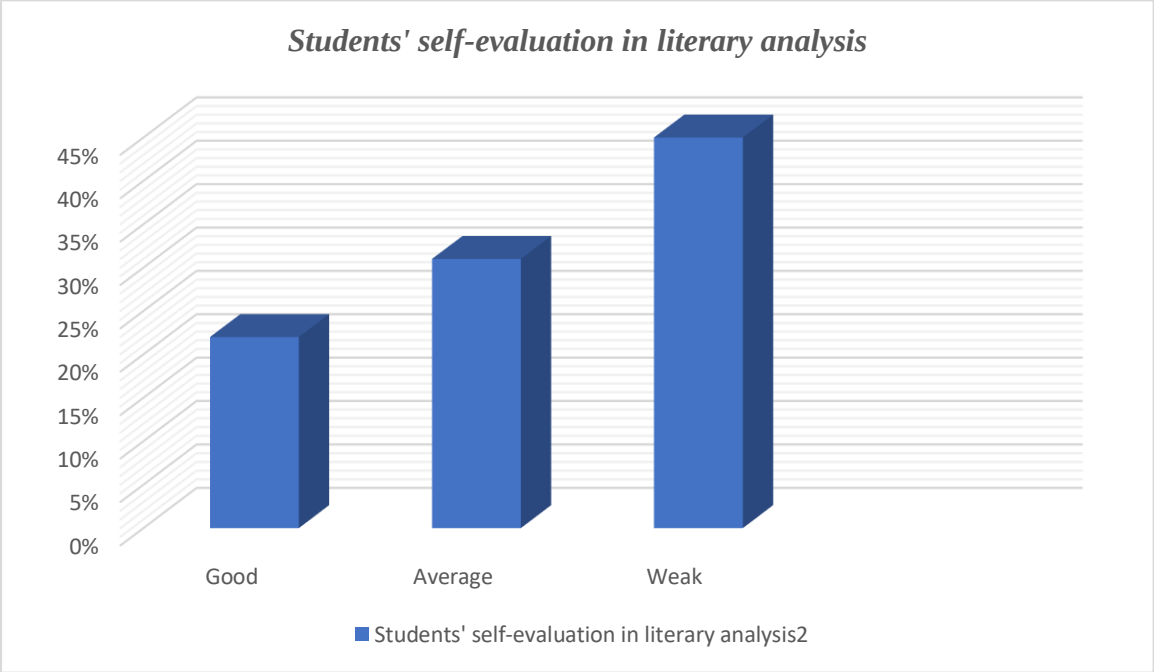
4.3.1.2. Literary Analysis

The first question turns around students' analytical skills. Eliciting the respondents' self-evaluation in literary analysis, the results show that such skill is extremely challenging for

learners. 45% of the informants reported their lack of competence in performing literary analysis. 31% of the students reveal their analytical skills as being average and only 22% reported their good level.

Figure 4.4

Students' self-evaluation in literary analysis



At this juncture of research, the second question is intended to spot areas of difficulty in performing literary analysis. As a result, students encountered several difficulties in performing literary analysis. 90% of the findings show students facing barriers regarding interpretation through which they have to infer the meaning of the text to wider social and cultural contexts. The answers to this question also divulge that 81% in analyzing figurative language is encountered by the respondents. In addition, regarding comprehension, 50% of the frequency of answers revealed their difficulties in grasping the main ideas, events, and settings. Another concern highlighted by the students is their disability to reflect on language choice.

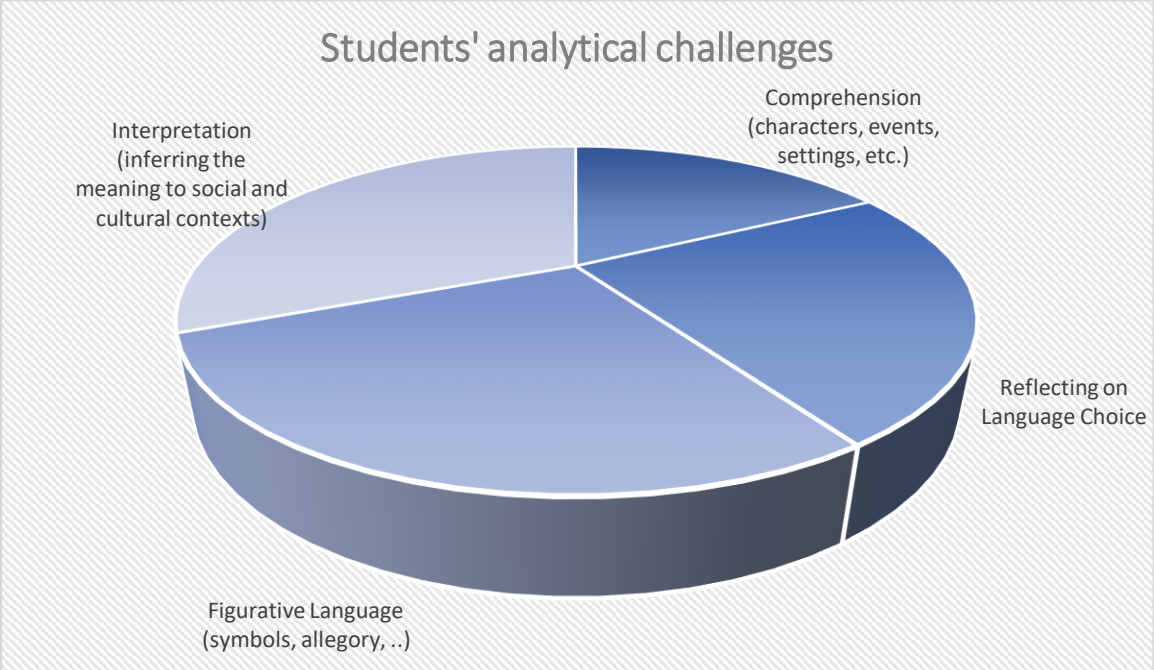
Table 4.8

Students' analytical challenges

Analytical difficulties	*Absolute Frequency*	*Relative Frequency (percent)*
Comprehension (characters, events, settings, etc.)	11	50%
Reflecting on Language Choice	15	68%
Figurative Language (symbols, allegory, ..)	18	81%
Interpretation (inferring the meaning to social and cultural contexts)	20	90%

Figure 4.5

Students' analytical challenges

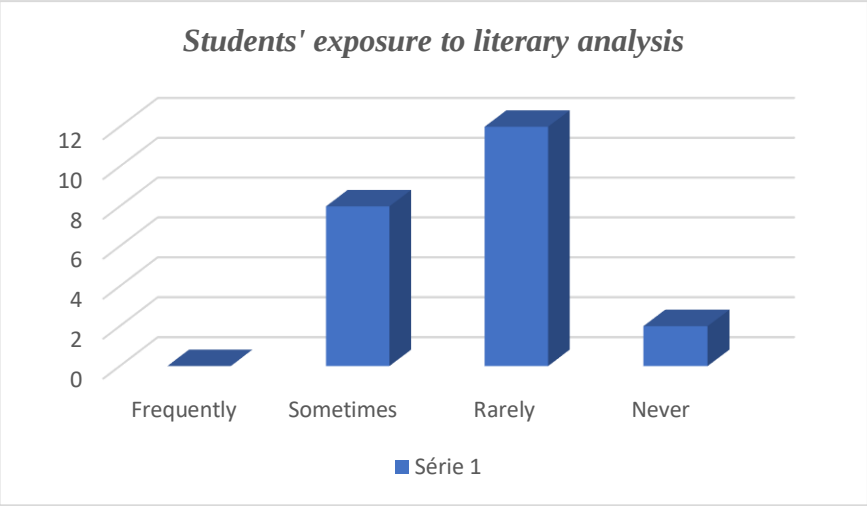


Once asked about how frequently they are exposed to literary analysis, no student confirm their frequent performance of the literary analysis. Eight (8) students out of twenty-two affirmed that they occasionally implement literary analysis in the classroom. Twelve (12)

students of the overall respondents declared that they rarely perform such a process and only two students said that they never do it.

Figure 4.6

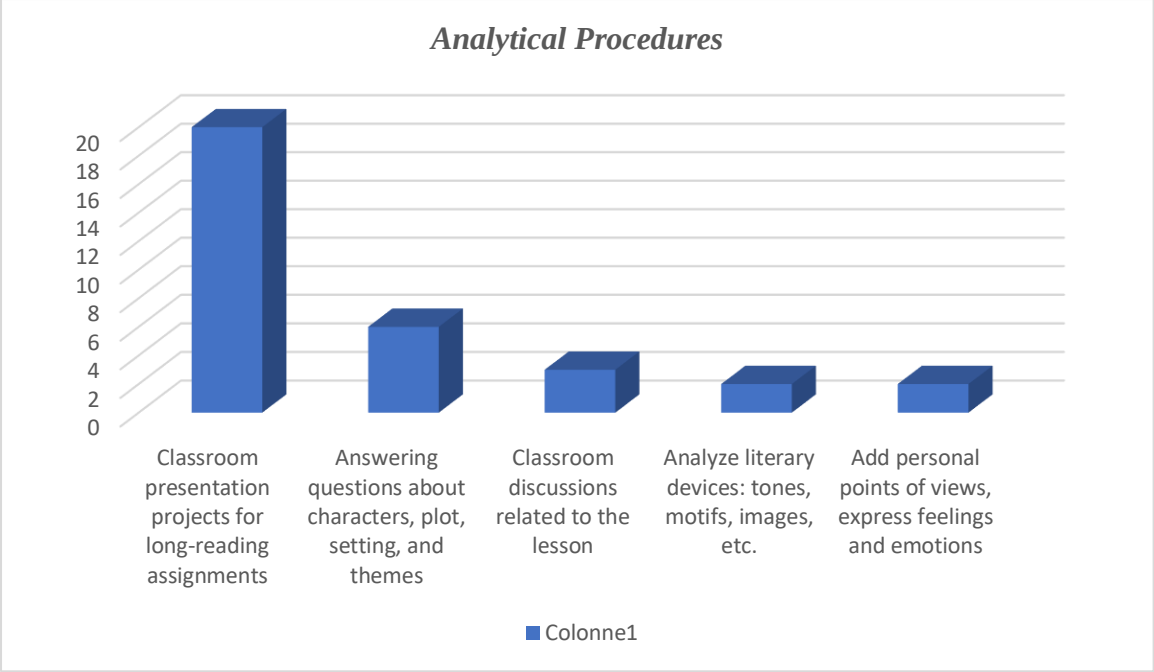
Students' exposure to literary analysis



This question inquires about the ways students deal with literary texts. The main objective behind this question is to explore the extent to which they are acquainted with literary analysis. The answers to this question revealed that twenty (20) respondents claimed that, once exposed to long-reading assignments, the teacher asked them to organize classroom presentations and the works are divided into groups. Six (6) students affirmed that they are usually asked questions about characters, the plot, setting; afterward, moving to basic themes. Two (2) students reported that they shed light on literary devices as tones, motifs, images, etc. Three (3) students reported that they were asked to discuss the main issues related to the lesson. Two (2) students said that they add their personal points of view and express their feelings and emotions to their analysis. The following graph further illustrates students' answers:

Figure 4.7

Students' Analytical procedures

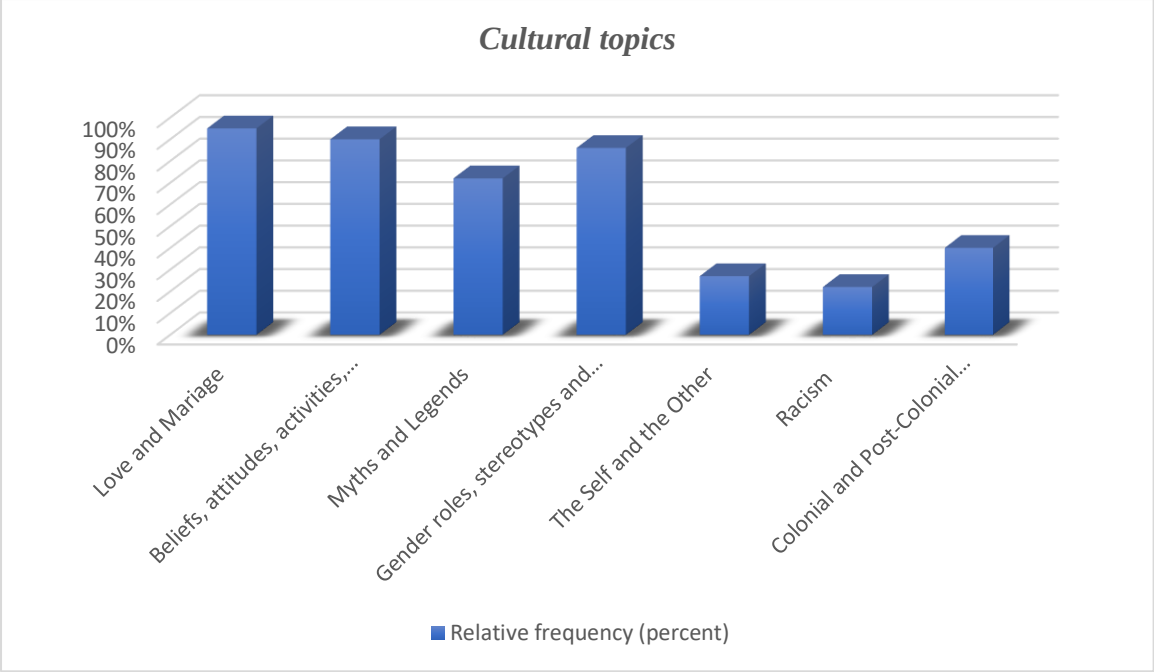


4.3.1.3. Gender and Cultural learning

The last section of the students' questionnaire sheds light on issues related to students' learning preferences in regard to gender concerns and cultural learning. The first item probes students' interests and preferences in cultural themes they would like to study in the classroom. Students were invited to share their preferred cultural themes. The findings show that 95% represent students' keen interest in issues related to love and marriage. 90% revealed the respondents' attentiveness about discovering other societies including their beliefs, attitudes, activities, and relationships. Besides, the results show 72% of learners' curiosity about past myths and legends. Topics about gender roles, stereotypes, and representations take 86% of the informants' overall answers. Nevertheless, 27% of the answers affirm their significant interest in topics related to 'the self and the other'. Only 22% is representing the frequency of answers in relation to racism, while 40% disclosed the informants' interest in colonial and post-colonial themes.

Figure 4.8

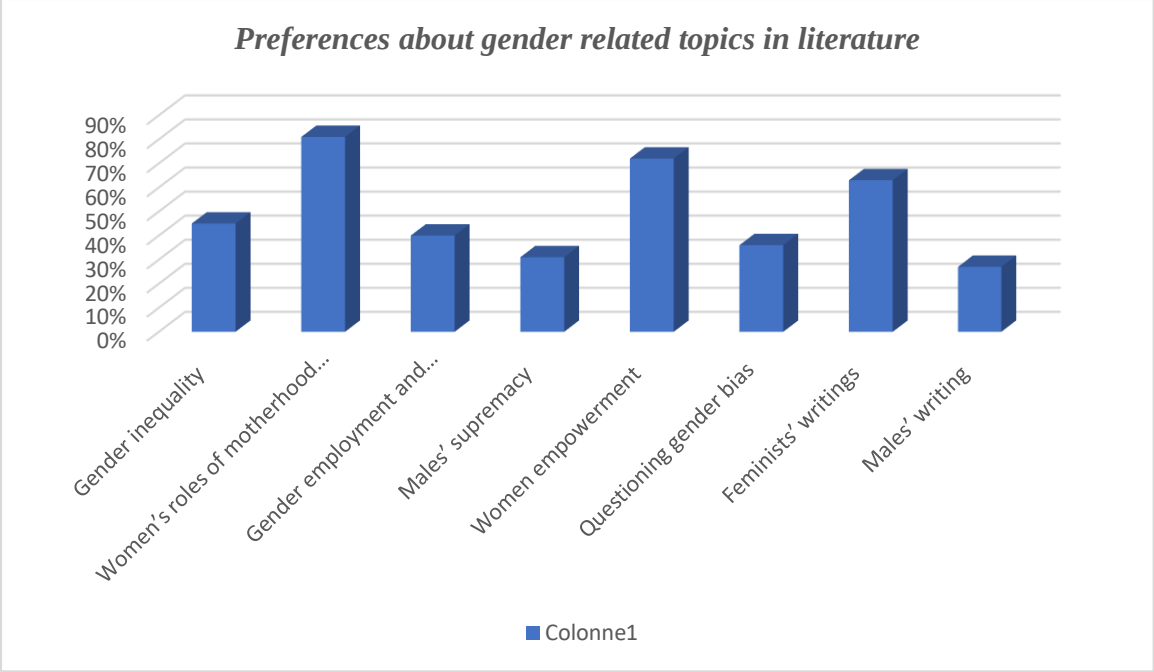
Students' preferences about cultural topics



The last question further explores students' interests/attitudes about gender-related topics. To wrap up this questionnaire, the students who participated in this research were requested to give their personal reflections and opinions regarding gender-related issues in literature. It is worth to be mentioned that at this phase of the investigation, all the informants, consistently praised the suggested topics apropos gender. The majority of the respondents came in favor of tackling topics about women's roles of motherhood and sisterhood which was represented by 81% of the overall answers. Another essential topic that triggered most students is women empowerment, tempting 72% in the graph. The respondents also unveiled a considerable concern about feminists' writing which was introduced by 63% of the whole responses. The informants also confirmed their learning preferences about questioning gender inequality.

Figure 4.9

Preferences about gender-related topics in literature



4.3.2. Analysis of The Teachers' Questionnaire:

The questionnaire was distributed to 15 teachers of Literature; however, only eight of them provided their answers. Our intention behind designing such a questionnaire is to explore the teaching of culture based on gender-related issues. Other supplementary aims are to investigate EFL fiction classes realities including literature teaching/learning objectives, current practices in teaching literature, and pedagogical procedures for literary analysis.

4.3.2.1. Teachers' Qualification and Experience:

This section consists of questions related to the respondents' careers and experiences. Amongst the teachers who responded to the questionnaire, four of them hold a Magister degree, one teacher has MA post-graduate degree, one respondent holds a Ph.D., another teacher holds Doctorate ES-Sciences and one teacher has a Professor degree. The informants' teaching experiences ranged from four to thirty years of teaching literature at the University. One teacher has been teaching literature for four years, three teachers have been teaching literature for seven years, one has been teaching it for ten years, two respondents have twelve and thirteen years of teaching experience, while the most experienced teacher has a career of thirty years. The majority of the teachers are specialized in British Literature, two teachers are specialized in American Literature, whereas one teacher is acquainted with the three Literatures. Five teachers

informed that they teach literature in undergraduate and Master's classes, two teachers teach at Masterclasses only, and one teacher is occupied with undergraduate classes.

Concerning the teaching emphasis, four teachers reported that they focus on language and culture in teaching literature. However, the other respondents provided different answers. One of the teachers informed that he/she depends on the content of the syllabus as well as the topics and issues related to the target literature. Another teacher put it forward that he/she relies on cultural issues along with the content and the message offered by the writer. One of the informants teaches literary genres, movements, and theories. She/he also added that teaching literature depends on the level being taught. One teacher depends on the objectives of the course, whereas another teacher works to enhance learners' critical thinking skills.

4.3.2.2. Objectives of Teaching Literature in the EFL classroom:

As it is clearly shown from the following table and the graphic display, one can assume that the teachers' main objectives of teaching literature are to provide learners with general knowledge, such as literary genres, figures of speech, literary movements, and history along with mastering literary analysis and criticism. Little attention is turned to developing aesthetic and creative skills. The findings ponder literary analysis and criticism as a fundamental teaching objective. The results also reveal that the lecturing method, which represents 75% of the overall findings, shapes most of the current teaching practices in the EFL classroom. Some teachers add other objectives as the developing of critical thinking skills and providing enjoyment to reading literature.

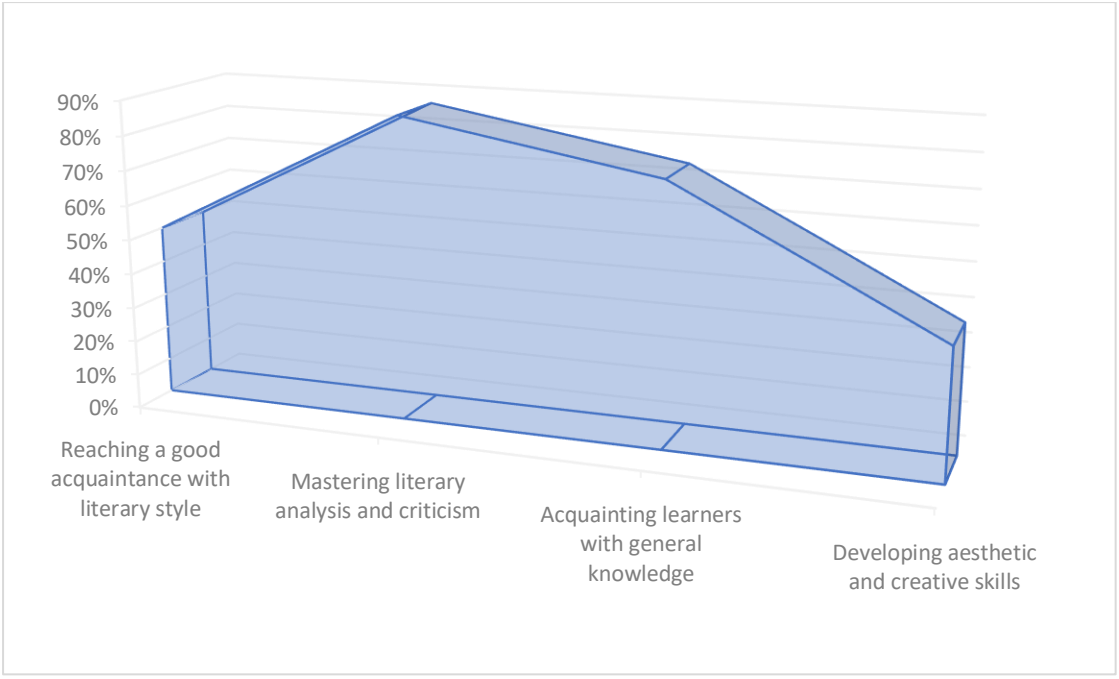
Table 4.9

Objectives of Teaching Literature

Objectives of Teaching Literature	*Absolute Frequency*	*Relative Frequency (percent)*
Reaching a good acquaintance with literary style	4	50%
Mastering literary analysis and criticism	7	87,5%
Acquainting learners with general knowledge including literary genre, figures of speech, literary movements, and history	6	75%
Developing aesthetic and creative skills	3	37,5%

Figure 4.10

Objectives of Teaching Literature in the EFL Classroom



Results of the second item in this section, as it is presented in the graph below, correspond with the findings of the previous question. As it is disclosed, teachers of literature

use different procedures to meet the assigned objectives in teaching literature. Teachers provide learners with excerpts of literary texts and analyze them in the classroom to enhance literary analysis and criticism. This choice represents 75% of the overall answers. Teachers further adopt the most traditional procedure by presenting general lectures using handouts. This would equip the learners with the basic information related to literature such as history, movements, literary genres, and corresponding topics. Long-reading assignments are also given to students to enjoy literary reading and make classroom discussions including plots, characters, settings, themes, etc. Concerning classroom projects, it is seen that the majority of teachers showed contempt for this method in their classes. This may perhaps be due to students' presentations do not contain dependable and constant information. Additionally, one of the teachers added that she preferred to integrate short stories as full texts rather than novels. Another informant stated that she uses different approaches to reading and teaching literature following the text and mood as well as the level of students.

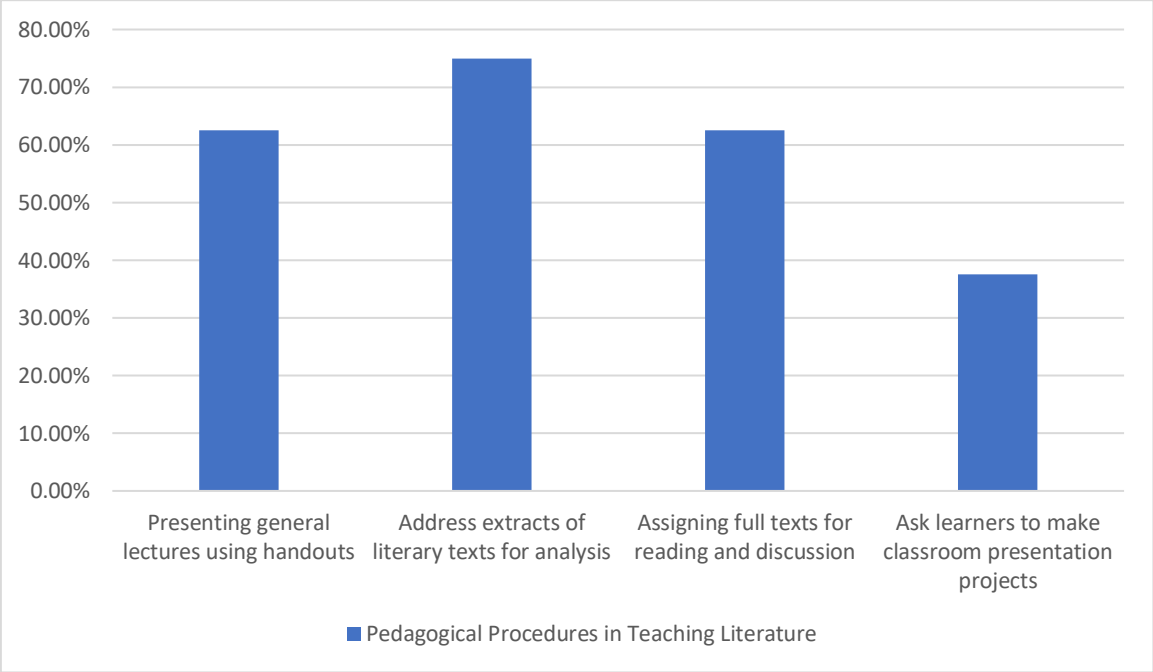
Table 4.10

Pedagogical Procedures to teaching Literature in the EFL Classroom

Procedures of Teaching Literature	***Absolute Frequency***	***Relative Frequency (percent)***
Presenting general lectures using handouts.	5	62,5%
Address extracts of literary texts for analysis.	6	75%
Assigning full texts for reading and discussion	5	62,5%
Ask learners to make classroom presentation projects.	3	37,5%

Figure 4.11

Pedagogical Procedures to teaching Literature in the EFL Classroom



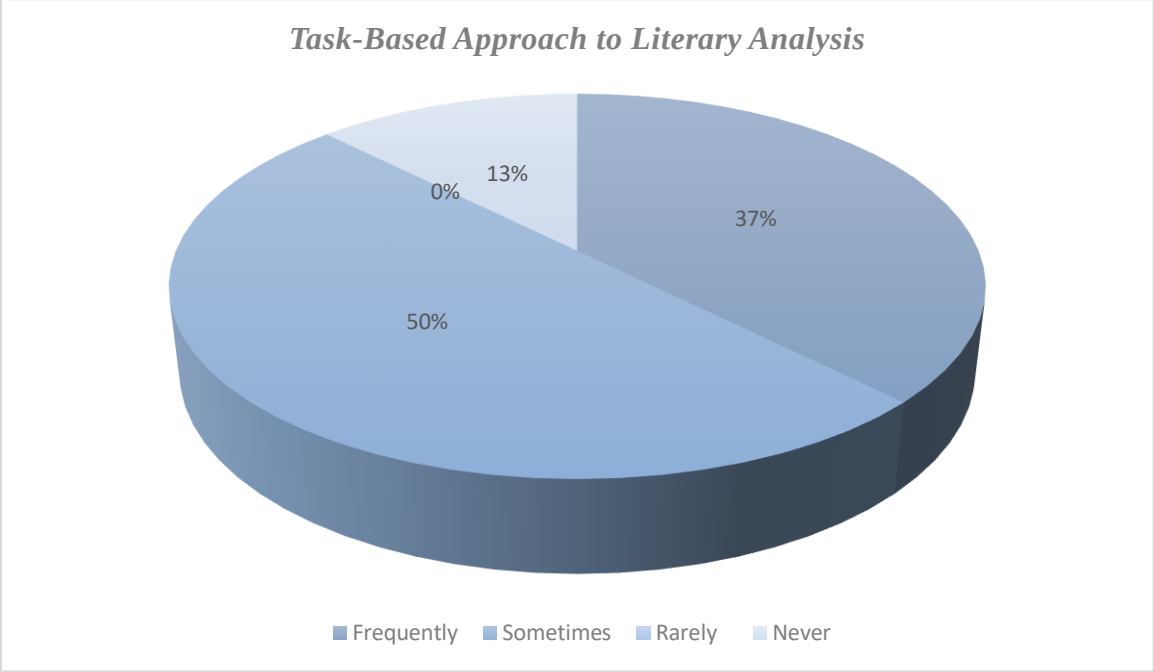
4.3.2.3. Literary Reading and Analysis

Before we proceed to discuss gender and the cultural component in the EFL classroom, this section is intended to uncover issues apropos approaching literary texts analysis. The first item aims to explore teachers' frequency to use literary texts in their fiction classes. As it is expected, all the informants reported that they frequently performed this procedure. Such findings are, actually, consistent with the preceding sections.

A task-oriented approach is an imperative step during any learning process which is hypothesized to be helpful for teachers to implement the Transitivity Framework in their literature courses. For that reason, we questioned the teachers about whether they assigned activities or tasks while performing literary analysis. Just as shown in the following graph, 37,5% of the respondents reported that they frequently planned tasks for literary analysis while 50% of them sometimes perform genre analysis through instruction. 12,5% showed a disinterest in this question since the whole lecture is about literature and literary texts.

Figure 4.12

Task-Based Approach to Literary Analysis



The third item is a complement to the previous question. It aims to investigate task selection that teachers follow when performing genre analysis. This open-ended question considers learners' involvement with the communicative tasks that reassure comprehension, reflection, and interpretation. It was found that the great majority of teachers focus on character analysis as an elemental process for any genre analysis. This task selection represents 100% of the teachers' answers. Also to mention, some teachers engage learners in extracting themes from texts and communicating the main ideas with an inference to background knowledge. The frequency of answers indicates 62,5% in implementing this procedure. As for comprehension and analyzing figurative language they both represent 50% of the whole answers. 25% of the answers represent the use of summarizing strategies.

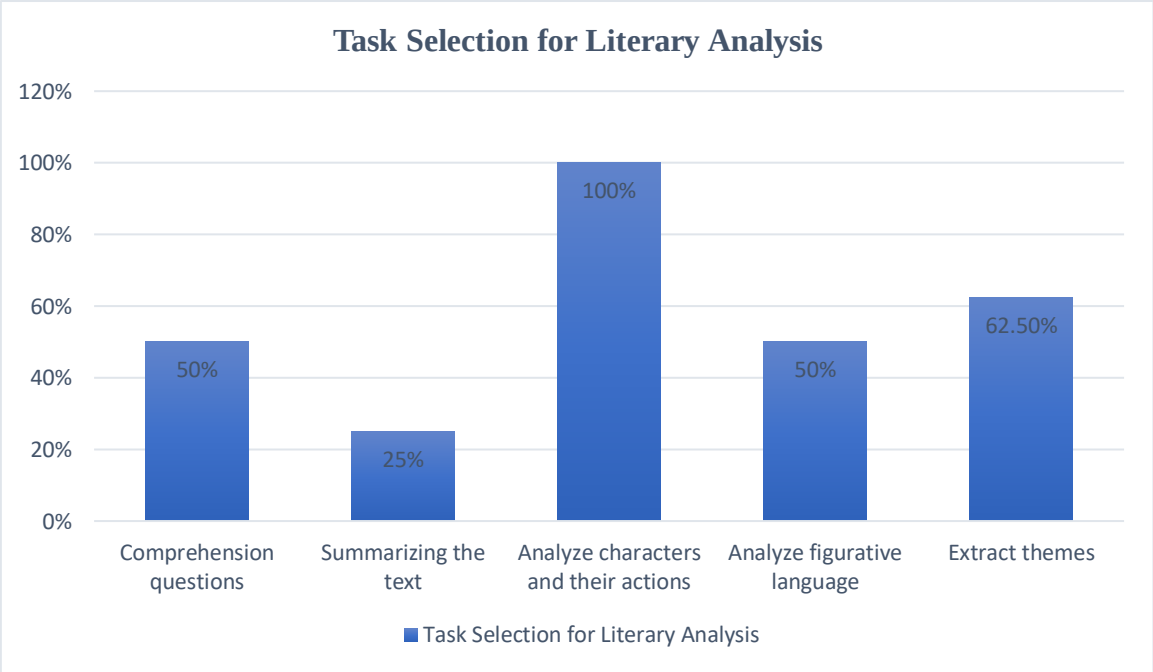
Table 4.11

Task Selection for Literary Analysis

Task Selection for Literary Analysis	***Absolute Frequency***	***Relative Frequency (percent)***
Comprehension questions	4	50%
Summarizing the text	2	25%
Analyze characters and their actions	8	100%
Analyze figurative language	4	50%
Extract themes	5	62,5%

Figure 4.13

Task Selection for Literary Analysis



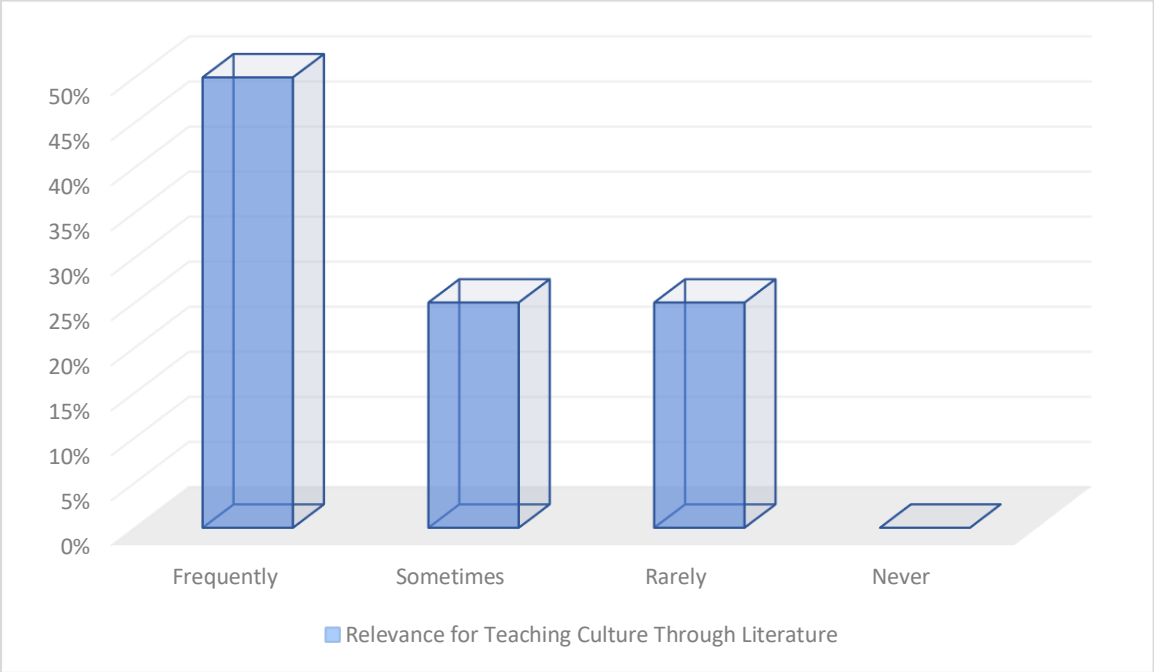
4.3.2.4. Pedagogical Procedures for Teaching Culture through Literature:

It is of substantial importance to question the cultural component in the EFL classroom as taking part in our research. 50% of the respondents consider culture as

indispensable in the EFL context especially when it comes to the teaching of literature. The diagram below shows these informants' frequent reliance on culture. However, 25% of the questioned teachers occasionally focus on cultural issues in teaching literature, whereas the other 25% of the whole rarely contemplate the cultural factor of the target language in the fiction classroom. The following diagram clearly represents the teachers' answers:

Figure 4.14

Relevance for Teaching Culture Through Literature



The corresponding item in this section focuses on the ways that teachers of literature follow in order to enhance cultural enrichment. As it is apparent from the table and the graph below, two major procedures are implemented by teachers of literature to acquaint learners with cultural learning. The frequency of answers shows 75% representing teachers frequently extract cultural themes through literary analysis. In addition, 75% of the answers reveal the use of classroom discussions about cultural issues but only if it is appropriate. However, as for the other two procedures, the results show 25% of integrating texts from different cultural backgrounds and 37,7% relates to conducting comparative studies as extra homework. Remarkably, one teacher among the respondents stated that she integrated all these procedures in the classroom in order to sharpen the intellectual curiosity of learners.

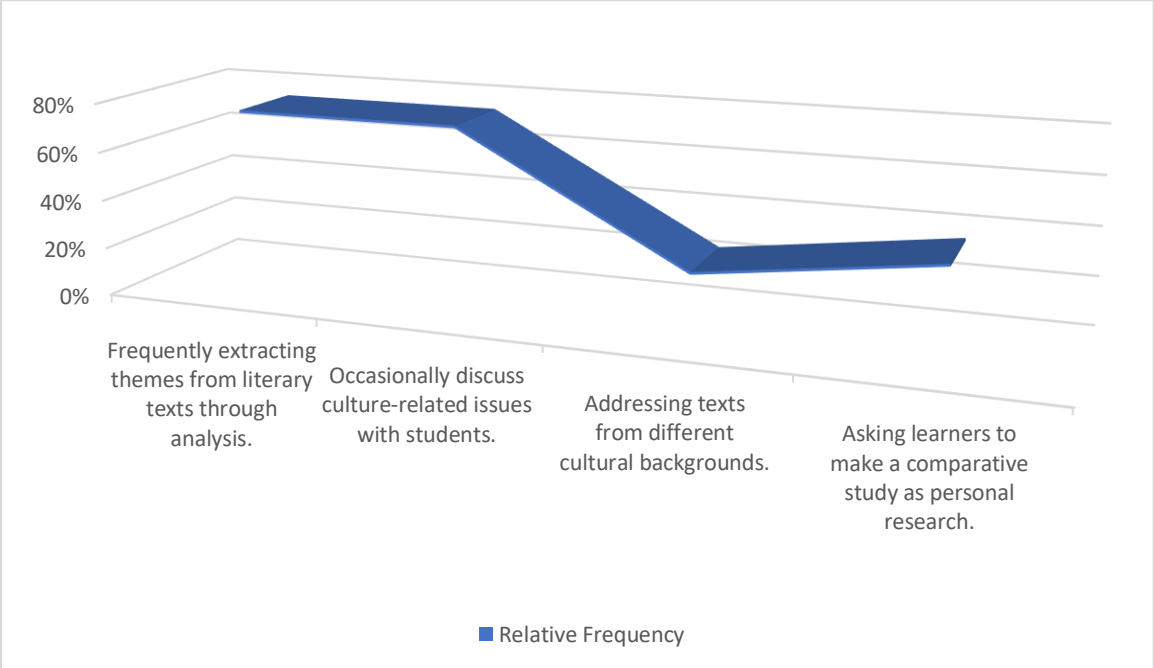
Table 4.12

Teaching procedures to enhance cultural enrichment in Literature

Procedures for enhancing cultural enrichment	***Absolute Frequency***	***Relative Frequency (percent)***
Frequently extracting themes from literary texts through analysis.	6	75%
Occasionally discuss culture-related issues with students.	6	75%
Addressing texts from different cultural backgrounds.	2	25%
Asking learners to make a comparative study as personal research.	3	37,5%

Figure 4.15

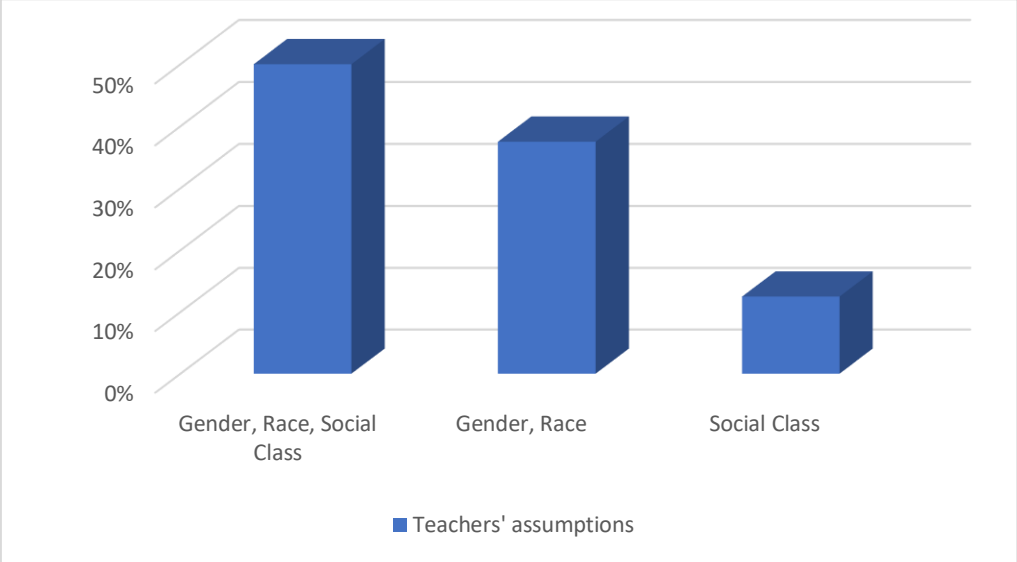
Teaching procedures to enhance cultural enrichment in Literature



The researcher through this item investigates the main components that mostly provide cultural knowledge according to teachers of literature. The teachers' assumptions were considerably different. 50% of the informants considered the three components gender, race, and social class as indispensable for culture learning, 37,5% agreed on the importance of gender and race in promoting cultural learning, whereas only 12,5% underlined social class. One of the respondents reported that tackling such issues depends on the choice of the text along with the teaching objectives of the course.

Figure 4.16

Cultural Components

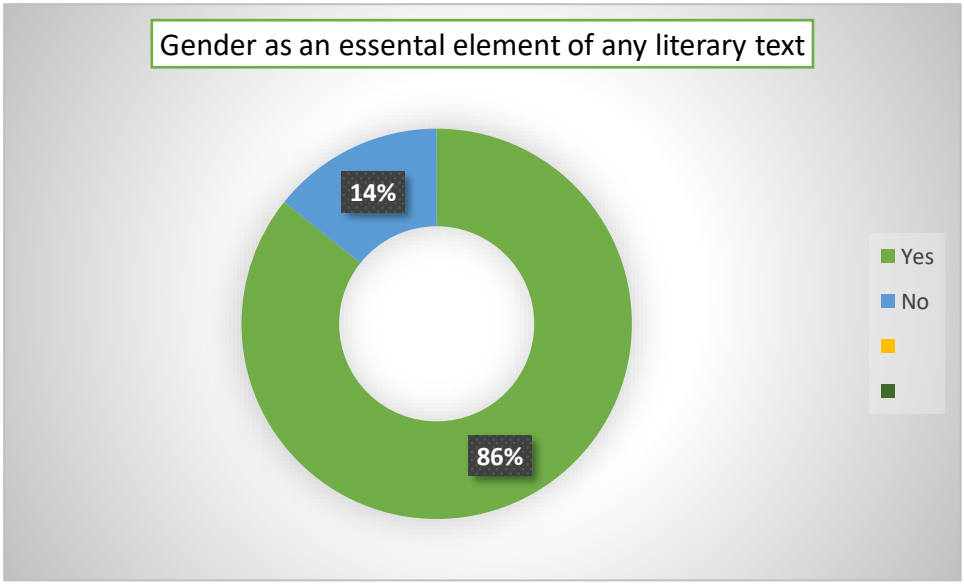


4.3.2.5. Assumptions about the Gender Component in Teaching Culture

Focusing on gender concerns in the EFL classroom, this section shows how teachers can use literature to connect gender with teaching culture. The first item explores teachers' opinions about whether gender roles, differences, representations, and stereotypes are predominant in any literary text. The pie graph below shows that 86% of the informants agreed on the point that gender studies can be applied to any social context, particularly in literature. Only 14% of the respondents dispose of a different view. One of the teachers reported that dealing with gender-related concerns depends on the text and the teaching objectives.

Figure 4.17

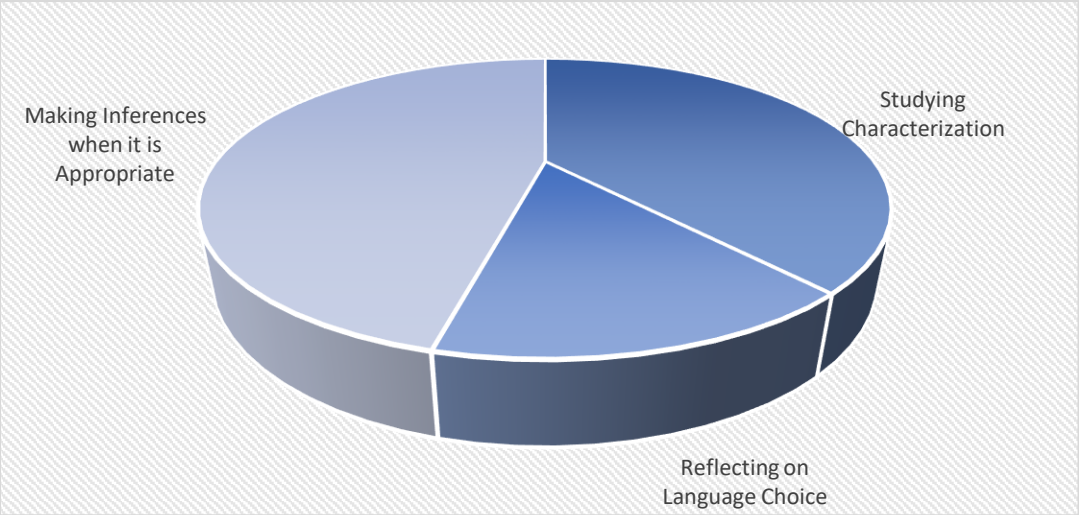
Perceptions about integrating the Gender component in literary text



The second item of the last section examines the teachers' classroom instructions in unveiling gender-related subjects. The results reveal that 71,42% of studying characterization in literary texts is implemented, only 28,57% denote the use of language reflection and 85,71% show that teachers seldom make inferences about gender. One of the questioned teachers reported that she/he selects everything that helps students see the writer's reflection of gender including characters, language choice, the writer's depiction of males and females in case the lecture focus is gender-related issues. Furthermore, another teacher demonstrated that classroom instructions regarding the topic of gender depend on her teaching objectives. She added that if the lecture is about Feminism she would focus on characterization, their position in society, and how they relate to their socio-cultural background. Provided that the course objective is psychoanalytical Feminism, she would emphasize the psyche of male and female characters. All in all, it is a matter of text and teaching objectives.

Figure 4.18

Classroom instructions in unveiling gender-related subjects



4.4 Results of the Teachers' Interviews

After conducting interviews with some teachers of literature, we finally came up with the following data:

Question One: Teachers' profile

The initial question touches upon the teachers' qualifications and experience in the teaching of literature. The following lines describe the interviewed teachers' credentials.

The first teacher is a literature teacher holding a Doctorate Es-Sciences degree. She firstly gained a Magister degree in African Literature. She further advanced to get a Doctorate degree in American and British Literature. She teaches literature in Master classes. She used to teach at the University of Algiers then moved to the University of Mascara. She is teaching the three literatures at the Department of English for thirteen years.

The second teacher contributing to the current study is an assistant lecturer and a PhD holder. She got her Magister degree from the University of Jordan. Afterwards, she continued her Doctorate formation at the University of Oran. She is mostly specialized in British Literature. She is currently teaching in master classes, at the Department of English, the University of Mascara. She has a teaching experience of eight years.

As for the third teacher, he was interviewed via email. The teacher is also a lecturer holding a PhD. He used to teach the English Language at High School then moved to teach at the university. He has been teaching English for twenty-one years.

At last, the fourth interviewee is an associate professor. He has been teaching the three literatures since 2004. This teacher is also interviewed via e-mail.

Question Two: Strategies for promoting cultural learning.

This question intends to identify some of the strategies teachers of literature follow in teaching culture. Promoting cultural learning in the EFL classroom is considered to be an end through teaching literature; however, it remains one of the big challenges facing both teachers and learners. Therefore, the interviewed teachers suggested some of the strategies to overcome such challenges.

The first interviewed teacher asserted that the best strategy is to teach literature in its wider cultural context. The second teacher affirmed that teaching literature should be taught using authentic materials. The other interviewed teacher suggested that she works to relate her students' cultural beliefs and values to the target culture for the purpose to highlight the difference so that students expect and accept the difference.

Question Three: Literary reading strategies and procedures

In the swatches of the digital age, students manifest a shrinking tendency for reading literary texts, even short reading assignments. Therefore, their ability and skills to read a text critically, deduce themes, make intertextual inferences, draw interpretations and conclusions are still unimproved in many foreign language classes. Thereby, the teachers are asked whether they prefer to assign short passages or they opt for an entire novel or short story. Three interviewed teachers, unanimously, argued for the use of the whole piece of literature.

The first teacher claimed that reading short passages is not the best solution to encourage reading and interpretation. She arguably insisted on reading the whole text, motivating her students to read by including a film adaptation whenever it is appropriate. She also added that she provided students with some techniques in reading such as underlying, highlighting, annotating, using cards to assign metaphors, themes, symbols, etc., and writing comments before the production process. The other teacher favored a whole novel or short story, though it is time-consuming because she preferred implementing the analysis in a comprehensive way,

rather than doing it partially. The third teacher further assigned short stories, preferably very short ones to encourage students to read and get interested.

However, one of the four interviewed teachers came in favor of introducing short passages to gain time and attract the students' attention and interest. He further added, "I, personally, encourage them to read and to rely on both thematic and linguistic descriptions/interpretations of the texts they come across". The teacher ascertained his claim by the vision that linguistic analysis and interpretation of the text highlight evidence from the text itself. In this way, students may find clues such as specific adjectives, expressions, or stylistic characteristics which may add another dimension and sense to the thematic interpretation and make it more reliable.

Question four: Language-based analysis

This question enquires about the use of a language-based framework that falls into a stylistic approach. The current framework, labeled as the Transitivity, analyzes the language used by characters, as well as the language used to represent actions, qualities assigned to them, and the circumstances in which events take place. In this context, the teachers are asked whether they implement a stylistic approach for literary analysis or they opt for other approaches. Resultantly, the teachers' answers fluctuated considerably.

The first interviewed teacher said that "stylistic analysis is not a finality". She suggested that it can be the first step to follow during text analysis. Students may reflect on diction in literature which refers to language choice that the writer uses to convey a particular idea. Carrying further her answer, she maintained that she is eclectic in her choice as she generally opts for different approaches such as the Marxist, psychoanalysis, and feminist approaches.

The second teacher maintained that she ignores the use of such an approach, instead, she generally uses literary theories like the critical approach. She further added that she, sometimes, tries to provide or encourage students to find examples from their real-life about certain concepts before working on the text.

The third teacher prefers relevant frameworks depending on the theme developed in the novel such as the use of a sociological or a stylistic approach being appropriate to the theme. Practically speaking, this teacher follows these procedures in implementing a stylistic

framework: (a) present the divisions of the approach to the students; (b) start the analysis according to the divisions; (c) correlate the different findings; (d) conclude the findings to the general "given" dimension prevalent in the novel. The last teacher came in favor of applying a language-based analysis claiming that he used this approach several times in the classroom. He said that students may even use their computers to count a specific category of a part of speech, or pick up from the text instances of political discourse, especially if the text was written in a colonial period.

Question five:

This question seeks the teachers' perceptions about the gender component and its aptness in helping the learners reflect upon social and cultural issues in texts of literature. It further explores the interviewees' suggestions about some potential literary works from the three pieces of literature that based their narration on gender roles, differences, stereotypes, and representations to be integrated into third-year classes. In fact, all of the four interviewed teachers agreed on the assumption that dealing with any literary text from a gender perspective helps students infer the social and cultural aspects of a particular society.

The first teacher, positively, explained the extent to which Literature contributed to setting the scene of how women's lives used to be in ancient societies. She focused on 18th and 19th English Literature when writers described different roles, codes of behavior and morality, and even different feelings and thoughts to men and women. It is rather to say that factors like education, time, experience, and financial support influenced standards of femininity. These subject matters, in fact, participated to a great degree in the works of women writers. In the same line of thought, another interviewee maintained that several themes about women's restriction, abduction, and incarceration have found their way into the literature. Also to mention that women writers were consistent in urging women to fight the seemingly oppressive and patriarchal structures that dominated their lives and identities.

Question seven: Proposals for literary works

Once asked about the possible literary works that can be incorporated into undergraduate classes, all the interviewees introduced a rich body of writings and authors from the three pieces of literature, clarified as follow.

One of the literary canons proposed by the first teacher is Charlotte Brontë's Jane Eyre which embraced feminist aspects that question education, financial independence, and women empowerment during the 19th century of Victorian society. She also hosted Virginia Woolf's Mrs. Dalloway, as one of the most significant masterpieces during the 20th century. The feminist writer Virginia Woolf introduced new techniques of writing— writing from a psychological perspective. She was, significantly, known for the use of the Stream of Consciousness technique that deals with the flow of ideas, feelings, thoughts, and sensations of her characters in contrary to the socio-descriptive writings. Such sorts of novels, she added, "offered women writers an opportunity to assert their status as human beings on the one side and gave voice and essence to women on the other". The teacher further suggested F. Scott Fitzgerald's Great Gatsby from classical American Literature. The novel shows the extent to which literature can be a reflection of culture, bestowing the impetus for women's liberation vs. masculine crisis. Regarding African Literature, one of the Afro-American womanists that can be integrated into an EFL classroom is Alice Walker. This writer provided a gendered perspective in advocating the celebration of African traditions. Her writings depicted the Africanity of the American of what it means to be a 'black, poor, and ugly' woman in American society. The interviewed teacher also mentioned Ama Ata Aidoo's new feminist thinking.

The second interviewed teacher highlighted Virginia Woolf and Alice Walker to be incorporated for third-year classes. Besides, she also advocated for Kate Chopin's short stories. "Story of an Hour" uncovers the impending pressures of the patriarchal society that contributed to women's psychological breakdown.

The third interviewee stated that Jane Austen was a great English novelist who raised the female voice; therefore, being worthy of inclusion in the EFL classroom. The teacher claimed that Jane Austen's novels such as Pride and Prejudice and Persuasion were products of a feminist state of mind.

The fourth teacher, however, argued for the fact that literature embraces endless masterpieces that contributed in one way or another to the maintenance of women's voices in struggling oppressive societies. Yet, today's students, as he further commented, are not interested in reading Hamlet by Shakespeare, or Hard Times by Dickens because reading is a far cry for this digital age learners. Such discouragement for reading literature pushes them to ready-made summaries and analyses on SparkNotes and other websites.

Question six: Classroom tasks and instructions

Aiming at drawing a bead on teachers' classroom tasks in analyzing gender issues in texts of literature, the interviewees recommended the use of some tasks and instructions. One of the interviewed teachers contended that she, generally, does not ask students to work on a deep analysis of characterization, for the simple reason that it is time-consuming and requires students to work both in the classroom and at home. However, instead, she asks her learners to read at home with a focus on women's behaviors, language, frequent words, and expressions to come up with a deeper understanding of characters.

Another teacher added that she would provide learners with tasks such as highlighting the position of male and female characters in the text, referring to the perspective of the author, as well as reflecting on the characters' use of language. So as to facilitate the process of text analysis, one of the interviewees proposed a number of guiding questions that can be directed to students: (a) how is the woman represented in the novel? (b) correlate this representation to the historical period of the novel; (c) what insights can this have on the present representation of women?

Question eight:

Finally, the interviewed teachers concluded their fruitful insights and suggestions by referring to the importance of linguistic comprehension and interpretation of cultural norms in the learning of English as a Foreign Language.

4.5 Conclusion

The fourth chapter has brought into light the qualitative description paired with the quantitative analysis of the data collection findings. Therefore, a mixed-method approach is utilized throughout the chapter to analyze the administered tests results, the questionnaires addressed to both Third-year students and teachers of literature, and the teachers' interviews.

The statistical description and the tested hypotheses of the tests confirm the importance of the Transitivity framework as a Stylistic model in enhancing learners' awareness of gender concerns as well as reflecting on the cultural context in particular and improving their analytical performance in general. The questionnaires showed consistent results in the students' and

teachers' responses. Both of them have proved that students are still facing difficulties while analyzing literary texts, and teachers directing lecture-based teaching. Students' learning preferences in gender and cultural subject matters have also contributed important data to this research. The teachers' interviews have also inveterated the assumption that teachers do not follow stylistic approaches in teaching literary analysis. Also to mention that the interviewees agreed about the fact that the gender component is of significant importance in knowing about cultures and societies though they occasionally infer it in the EFL classroom. Such results will be further discussed and interpreted by highlighting a correlation among the findings and the extent to which they back up our research hypotheses. The successive chapter will also bring a number of possible solutions and recommendations to be applied in an EFL context.

CHAPTER FIVE :

Interpretation of the Research Findings, Pedagogical Implications, and Recommendations

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CHAPTER FIVE: Interpretation of the Research Findings, Pedagogical Implications, and Recommendations

5.1. Introduction

The fourth chapter has provided qualitative as well as quantitative analyses of the data that we gathered along with this scientific research. Taking into consideration the findings at hand, the last chapter of the current thesis offers a set of interpretations apropos the pretest and post-test results, the students' and teachers' questionnaires, accompanied by teachers' interviews. Interpretations and discussions of the main findings will be further compared to other studies that yielded similar results in the teaching of literature following stylistic parameters, teaching and performing literary analysis, and the challenges that students meet in analyzing texts of literature. Interpretations will further shed light on the contribution of applying the Transitivity framework in promoting gender awareness and cultural learning according to the pre-test and post-test results and its consistency with other research findings.

In the second part of this chapter, we will hand over several implications that will confidently contribute both theoretically and practically to the teaching of literature in an EFL context. This part will be divided into three sections. The first section turns around the practical procedures in analyzing literary texts by use of the Transitivity framework. Some of the pedagogical implications will take the form of lesson plans and explanations that can be applied to undergraduate students to facilitate the processes of comprehension, reflection, and interpretation of literary texts. In the second section, we will further offer practical tasks and classroom instructions while dealing with literary texts from a feminist or a gender standpoint. In the third section, we will turn to the possible literary texts that exclusively include various voices on gender issues. Such selection of texts will be introduced from cultural-based themes reinforcing preconceived gender notions.

5.2. Interpretation of the Research Findings

At this significant stage, we arrive at the crux of discussing and interpreting the data collected along the way of the current research, not least, the analysis of the data gathered from the pretest and posttest, the questionnaires, and the interviews contributed to the growth of novel insights apropos EFL classroom realities in performing literary analysis, enhancing gender awareness, and cultural learning.

CHAPTER FIVE: Interpretation of the Research Findings, Pedagogical Implications, and Recommendations

The quest for applying Halliday's Transitivity framework and its evident use in performing literary analysis for the sake of promoting learners with an awareness of gender difference on the one hand and the teaching of culture on the other required a blatant confirmation of the research hypotheses. Accordingly, at the initial juncture, the researcher started exploring the effectiveness of such a framework on learners' analytical and cognitive skills hypothesizing that a thorough understanding of the transitivity choices disseminated to male and female characters in a literary text promotes reflection and interpretation and, hence, improve analytical performance. It was also assumed that awareness and reflection on language use which takes part of the stylistic framework under investigation lead to gender awareness and cultural interpretation. Basically, the researcher conducted an experimental manipulation preceded by a pretest and followed by a posttest. She subsequently continued this examination by further investigating teachers' perception vis-à-vis the teaching pedagogy they opt for in teaching literature and literary analysis. In a nutshell, the results of the tests showed a significant improvement in students' literary analysis, whereas some teachers reported skeptical attitudes towards the implementation of language-based approaches in teaching literature. This is on the ground that such approaches are only confined to reading comprehension and can bring uncommunicative understanding making the teaching objectives unreachable. Besides, the teachers pertaining to this view see such stylistic methods as being inadequate to deal with, emphasizing the fact that they must be intertwined with literary theories. The following sections, of the first part of this chapter, bring about our interpretation of the research findings.

5.2.1. Interpretation of the Tests Results

By statistically testing the hypotheses, the findings proved evidence of an increasing level in students' analytical performance. In the pre-test, students had obvious difficulties with identifying the three procedures for text analysis. Students found serious intricacies in referring to the passage including characters, events, figurative language, themes, and the like. Their answers in the pre-test did not exceed a few lines introducing the novella 'Heart of Darkness'. These difficulties are further explored through the students' questionnaires. After the implementation of the Transitivity framework, they were more and more able to apply the knowledge they gained throughout a series of lessons, though being implicitly applied through tasks. In the posttest, students started their analysis with character description and evaluated the

parameters of the gender component in relation to the characters. Their answers further expanded to reflect on language choice and some figurative devices, as well as they significantly brought the aspects of the social settings where the story takes place. Such positive findings lead us to conclude that there is a need to incorporate stylistic/language-based models like the three dimensions of the Transitivity system to the analysis of literary texts in order to facilitate comprehension on the one side and promote reflection on gender representations they confront in the text. Thereafter, they subsequently interpret the cultural context of the society prevailing in the story.

The first source of evidence is the results of the pretest and the posttest. The scores demonstrate that students, after successively following the different stages of the Transitivity model guided by the researcher's instructions, could evoke more information, understand the content and integrate different ideas by sticking firmly to the context of the passage better than they could do in the pre-test. This emphasizes proof of the convenience of this stylistic framework in facilitating genre analysis for EFL students. The statistical description of the findings of the tests highlights a significant difference in the mean of the pre-test and the post-test of the group who sit for the experimental manipulation. In fact, comparing students' scores in both tests, as regards the study of characterization, literal comprehension, and interpretation selected for the test display noticeable progress. As regards Characterization the tests marked a noticeable improvement reported in the post-test. Essentially, the testees did better in the post-test when they obtained 115.5 points against 72.5 in the pre-test. Concerning 'Literal Comprehension' as well, they confirmed more ability to describe facts and events related to the story in their answer to the post-test questions yielding 95 points against 69 points in the pre-test. As for the last skill measured, the post-test shows that after the implementation of the Transitivity framework, the students could provide satisfactory and reasonable interpretations given that they attained 98 points while recording only 64 points in the pre-test. As a whole, the accumulation of the scores shows that the average attained by the participants was subject to increase, from (6,86) before the manipulation to (10,28) after, with a progression standing for (3,43) points lead.

The numerical testing of the research hypotheses is, yet, another way to validate and confirm the two firstly stated hypotheses. Calculation of the dependent *t* test yielded the value

(6,86) which is higher than the t value (1,76), which confirmed the presumed hypotheses. The *t* ratio of the Effect Size also revealed that the results are not a function of chance but rather from the manipulation. Such results are also confirmed by a number of studies that emphasize the contribution of understanding the transitivity patterns of doing, feeling, being, saying, or behaving on learners' capacities "to reflect on what the text is 'about'" (Miller & Luporini, 2018, p. 235). It is worth noting that acquainting students with the multifunctional resources of linguistic knowledge to produce meaning will improve their "awareness of the effects of linguistic choices and ultimately their competence to actively exploit them (Macken-Horarik, Love & Unsworth, 2011 as cited in Miller & Luporini, 2018, p. 235).

The second confirmed hypothesis through the dependent *t* test which relates to the first hypothesis indicates that awareness of language use of male and female characters offers an understanding of gender-related concerns and, in turn, enhances cultural learning. In regards to the subskills introduced in the evaluation checklist, students had substantial improvement in the posttest in comparison to the pretest. Concerning 'gender reflection', students obtained 21,5 points in the posttest in comparison to the score of 4,5 points in the pretest. As for 'reflection on language choice', the participants reported 26,5 in the posttest against 15 points in the pretest. Students' scores in the last subskill 'interpretation of the cultural context' reported 26 points in contrast to the pretest in which they gained 18,5 points. As far as the tests were based on questions explored from the transitivity framework, we have the impression that students became equipped with the analytical tools appropriate for unveiling gender differences, roles, stereotypes, and representations. The use of the Transitivity framework makes the task for literary analysis stimulating and thought-provoking. This point is also confirmed in a research paper written by McCrocklin & Slater (2017, p. 92) asserting that the implementation of the transitivity model can "reduce the burden on students and help them provide evidence for intuitions that the teacher has guided them to." The framework is also vital in the analysis of characterization. Accordingly, Students disclose power relations among characters exploring which characters are associated with doing, being, feeling, thinking, etc. They can further reflect upon clichés and prejudices of women and men characters.

5.2.2. Interpretation of Students' and Teachers' questionnaires

Our research hypotheses, in fact, do not only aim at testing variables but further stand upon the main skills that undergraduate students have to acquire for their literary competence. Our study advocates for the implication that the use of a language-based approach to teaching literature can help remediate the difficulties that students encounter in performing literary analysis given the fact that literary texts have a rich repertoire of linguistic features and discoursal aesthetic judgments that can be practiced in the EFL classroom. It is also implied that such a method goes well with students learning abilities by offering them easier and systematized access to the text and its content. Though the transitivity framework requires thorough understanding and practice, it leads learners to objective interpretations. Another important point regarding the research hypotheses is that the acquisition of a set of skills for literary analysis brings to the ground some aspects of reading literature. Reading literature is two-fold: intensive vs. extensive reading. The former relates to what teachers perform in the class including a close study of short-reading assignments and passages from a short story or a novel. The latter relates to what teachers expect from their learners as to read outside the class for enjoyment and overall understanding. The third issue relating to our study is the fact that reading and interpreting literature can be performed from different lenses. The latter allows readers to focus on particular aspects or issues when reading literature such as culture, society, history, politics, and gender. Pedagogical considerations of the aforementioned issues will be further explored through the students' and teachers' questionnaires.

In the first stage of the students' questionnaire, the majority of the respondents show their ardent interest in the module of literature though it remains a struggle to some of them. This is perhaps the module has special aspects that make it different from other modules. Studying literature looks interesting and stimulating for its rich and miscellaneous content. The first section of the questionnaire indicated that (90%) of the answers showed that students are interested in the module of literature in order to discover other societies and cultures while (81%) determined their need to be acquainted with literary analysis and criticism. However, students revealed their little concern about learning the language through literature. This brings to the fact that literature as 'Content' permits for thorough understandings of literary theory, history, criticism, as well as allows students to travel to a wide range of cultures. Through the

module of literature, teachers introduce lectures that are intellectually stimulating by developing subject-specific knowledge, equipping their learners with substantial skills, and broadening their horizons into different literary periods and genres.

Similarly, the questioned teachers, on their part, introduced the notion of mastering literary analysis and critical thinking as the most prominent objective in teaching literature. They also highlighted the importance of background knowledge that cannot be neglected in the process of learning. As for the pedagogical procedures, (62,5%) of the overall answers revealed the use of handouts to equip learners with knowledge related to literary theories, movements, and history. As it looks obvious from the teachers' answers, , the most noticeable teaching model that manages EFL classes is the 'Cultural model'. This approach is considered teacher-centered in which teachers have the overall decision about how the lesson works (Carter & Long, 1997). However, it is also necessary to consider learners' needs and expectations about what they aim to learn from literature. Traditional teaching approaches that impose on learners a series of lessons collected in handouts to be rehearsed for their exams should be put aside and consider the teaching of literature in a more interactive and entertaining way (Sarghie, 2020). Instead, students must be provided with much more opportunities to express their opinions and feelings by engaging them in interactive readings so that they "develop their responses and sensitivities" (Carter & Long, 1997, p. 25).

Literature is reading-centered. Even though the aforementioned notions seem inspiring, it is revealed that a striking majority of students who participated in this study have a shrinking tendency for reading literature. The answers indicated that (14) students out of (22) lack the habit of reading as opposed to (6) students who read only short passages and only (2) students are prone to read literature outside the class. It is worth mentioning that such refraining, as the students demystify, is due to their lack of tendency in developing extensive reading skills that lead to language acquisition (Krashen, (1982); Grabe (1991)). Students' negative perception of the process of reading is concomitant with abate efforts to understand texts for their complex language. This claim is previously confirmed through the pretest results in which the tested students remained unreceptive when they were given the passage to analyze. On the other hand, today's digital generation who prefer to learn via audiovisual materials and media may also be

a factor that impedes reading literature. Another factor, as formerly interpreted, is that students are not introduced to a wide range of texts inside the class to encourage more readings outside.

The second section of the students' questionnaire aimed to identify the main difficulties that students experience while analyzing and interpreting literary texts. It also attempted to confirm the results of the tests and ratify our assumption that implementation of the transitivity framework for literary analysis will overcome such complications. Answers to the questionnaire revealed that students are demotivated to analyze literary texts as the majority of them reported that their level is rather under-average. The main areas of difficulties that the majority of the respondents detected are in the three main skills explored for this research, notably, 'comprehension', 'reflection', and 'interpretation'. Therefore, students are still harassed to analyze and understand the language and the implicit meaning of literary texts which shows that traditional approaches and lecture-based teaching are considered helpless in enhancing learners' analytical competence. In the Algerian context, several studies reported similar results (Allami, 2018; Cherif & Kaouli, 2019; Mellit & Idri, 2019; Merbah & Driss, 2019). It is confirmed that linguistic complexity including vocabulary is among the difficulties of analyzing literature. Other studies explored several common problems in the EFL reading classroom such as deficient vocabulary, comprehension skills, linguistic complexity such as lexical and syntactic knowledge, language inaccessibility, poor reading skills, and lack of schemata (Grabe, 1991; Birch, 2002)

Perhaps one of the major reasons behind learners' disappointments is a denial of exposure to literary analysis in the class. Such assumption is confirmed through the respondents' answers when none of them reported their frequent exposure to literary analysis. Eight (8) of them informed that they occasionally performed literary analysis while twelve (12) stated that they rarely carry out such procedure. Once they are exposed to literary analysis, the students referred to several strategies. The majority of the respondents generally conduct classroom presentation projects for a novel or a short story. However, this procedure is negated by one of the questioned teachers claiming that this procedure should never be followed in literature. Such procedure represented only (37,5%) of the teachers' answers. That way, students may not read the whole piece but rather bank on inconsistent information and ready-made analysis they find on certain website pages. As for the second strategy, some of the

students stated that they are recurrently guided by the teacher's questions about the characters, the plot, setting, and themes. Consequently, students are uninformed about systematic strategies for literary analysis, especially linguistic-based strategies. In other words, students are not introduced to the stylistic approach. Nevertheless, it is of paramount importance to train students to detect the linguistic choices of the writer while reading literature (Chamkha & Drid, 2019); notably labeled as 'Foregrounding'.

Yet, as for the teachers' questionnaire, there appears a mismatch with the students' answers regarding their exposure to literary texts and the procedures followed in text analysis. (75%) of the teachers' responses reported their integration of excerpts taken from short stories or novels. Also to mention, (62,5%) of the answers represented long-reading assignments. This means that teachers of literature work at enhancing both intensive and extensive readings. Concerning task selection for literary analysis, most teachers of literature follow the *critical literary approach* through which they focus on characterization, the plot, figurative language, psychology, background of the story, and themes. However, such procedures require students with an advanced level who have already mastered the different literary conventions (Khatib et al., 2011, p. 205). So as to facilitate the process in an EFL classroom, one of our research hypotheses postulates the use of a task-based approach within a Stylistic framework. Accordingly, Khatib et al. (2011) briefly introduced the idea, asserting that this model "linguistically, physically, emotionally, intellectually, socially, critically, meaningfully, creatively, consciously or subconsciously, aesthetically, spontaneously, motivationally, and experientially involves learners in the process of learning. This is what we call "Whole Literary Engagement"" (2011, p. 2016).

When it comes to learning about culture through literature, the students revealed their interests in multiple cultural subjects. In this respect, the most cultural topics that attract the majority of the students informing the present study are subjects related to discovering other societies, family issues such as marriage, and gender-related concerns such as motherhood, sisterhood, gender identity, and the like. Interestingly, exposure to diverse cultural topics in literature makes students cope with 'diversity and heterogeneity' (Lohe & Elsner, 2016, p. 13). In this way, students exert at comparing cultures, noting similarities and differences, developing their identities, and sometimes *changing perspectives*.

In the same manner, the teachers of literature who significantly contributed to the current research have the consensus that culture is indispensable in every EFL classroom. Accordingly, several classroom strategies are used to enhance cultural enrichment. Some of the attained strategies followed by teachers of literature are extracting themes while performing literary analysis, discussing cultural issues with students, integrating texts with multiple cultural backgrounds, or asking learners to conduct comparative studies. Some teachers opt for a mixture of these procedures. Oxford (1994) suggested a philosophical background for EFL/ESL contexts. According to her, teachers should set clear goals for teaching culture coupled with a thorough understanding of the term. In the context of literature, it is a requisite to train students on systematic ways of analysis so as to improve cultural awareness. One of these strategies, as the second hypothesis indicates, is to foster awareness of language use for more understandings of societal/cultural meanings (Lohe & Elsner, 2016, p. 22).

Similarly, the students who participated in the questionnaire reacted very positively to gender subject concerns. Remarkably, gender-related matters such as gender inequality, women's roles in the family, division of labor, social patriarchy, women empowerment, gender bias, feminists' and males' writing perspectives are all appreciated by the respondents. Literature provides a nuanced medley of gender topics from a real-world context. It also allows learners to talk about sensitive topics, and therefore, enables "more open, free, and unbiased multifaceted perspectives" (Konig et all, 2015, p. 4 as cited in Lohe & Elsner, 2016). Consequently, these practices will encourage discussions, negotiations, and enhance students' talk in the EFL classroom. On another level, discussions about gender promote discourse competence and communication since "learners need a specific gender discourse ability to be able to talk about practices of 'doing gender' and to be able to negotiate gender norms in conversation with others" (Hallet, 2009). Accordingly, texts of literature pave the way for learners to engage in authentic communication and access different cultural contexts in the EFL classroom.

Teachers' perceptions about the main components that enhance cultural awareness considerably differ. Most of the answers go in tandem with gender, race, or social class and for some, a mixture of two components or all of them contribute to cultural learning. Regarding their teaching strategies in dealing with the gender component, some teachers make inferences

about gender provided that the course objective is gender-focus. However, it is necessary to reconsider the gender component as a term referring to the ways of "thinking, acting, and feeling" (Volkmann, 2007, p. 165). In other words, teachers have to draw on the different theoretical assumptions about gender in the EFL classroom. Interestingly, gender as a product of a community of practice, gender as a social and linguistic representation, and gender performance could form the basis of the theoretical framework in the EFL classroom. All of the aforementioned notions underlying gender conceptualization were previously introduced in the first chapter of this thesis, and thereby, will be further explored in the forthcoming section that underlines a set of practical implications and recommendations in teaching literature and literary analysis.

5.2.3. Interpretation of the Teachers' Interviews

Without a doubt, the interviewed teachers provided us with rich data covering the overall elements that surround the present work. To begin with, some recommended strategies for meeting the teaching of culture through literature as the use of authentic materials, exposure to cultural contexts, and students' demystification of cultural diversity will, definitely, contribute to cultural awareness. In addition to what has been stated, only one teacher opts for short-reading assignments while the majority select the whole work to be read and analyzed. They definitely disregard the use of excerpts for literary analysis. As it appears from the interviewees' answers, extensive reading is more encouraged than the intensive reading of literature. The former is more concerned with reading *"large amounts of high-interest material"* (Long & Richards, 1971, p. 216) for the purpose to gain a general understanding and acquire more vocabulary as well. The latter requires a close study of short texts and is generally referred to as *"detailed in-class"* analysis (Long & Richards, 1987). Similarly, Brown (1989, p. 67) asserts that intensive reading calls attention to grammatical forms, discourse markers, literal meaning, implications, and rhetorical relationships. The practical nature of the Transitivity model appears to be followed through intensive reading. Students should be intensely involved in a careful analysis of the participants, identifying the distribution of processes between/among characters (Yelland, 2016). In the same vein, an Algerian university teacher and researcher, Kara Mostefa-Boussena Leila, in her article entitled "Teaching Literature Through Stylistics: A Link Between Linguistics and Literary Criticism" asserts for

the use of excerpts of literature with possible communicative activities to be carried on in performing the stylistic analysis (2018, p. 300). In this way, the teacher makes sure that all the students are properly engaged.

Regarding which approach is mostly followed for literary analysis, most of the interviewed teachers reported the use of several methods in literary analysis based on Marxist, Psycho-analytical, Feminist, sociological, and Critical approaches, neglecting the use of stylistic/language-based analysis. For undergraduate students, it can be more helpful to follow a stylistic approach and facilitate the process of highlighting *"the aesthetic value of literature and provide access to the meaning by exploring the language and form of the literary text with a focus on meaning"* (Van, 2009, p. 5). As foreign language learners, this method can serve as the basis for language learning on the one hand and appreciation of literature on the other. The ultimate goal of every teaching objective is to involve students and stimulate their contribution by considering the linguistic evidence found in texts of literature and building cognitive capacities as well as enhancing decision-making (Boussena, 2018).

The last part of the interview was devoted to discussing the gender component in teaching literature and culture. Interestingly, all the interviewed teachers provided their significant perceptions and proposals regarding our area of interest. According to them, literary texts can offer the potential to develop gender awareness. In this vein, this concern has been addressed by a number of foreign language teachers and researchers (Delanoy, 2007 & Volkmann, 2007, 2016), emphasizing that works of literature allow learners to observe the world from diverse perspectives both cognitively and emotionally. The interviewed teachers, on their side, explained how women's lives used to be in ancient societies and the extent to which several factors predisposed their status in society. All these issues can be explored through literature. This brings the impression that students can become active reflectors by constructing cultural insights of gender images and demystifying existing gender concepts in their everyday life.

Accordingly, the interviewed teachers referred to a number of activities and classroom instruction they opt for in analyzing gender-related concerns. All the interviewees' answers came with the importance of analyzing language choice in addition to the authors' perspectives

and the historical period. Some of the tasks can be performed inside the classroom while some others can be given as homework. It is, thereby, requisite for learners to pinpoint some language-related issues, say, expressions, adjectives, topic-selection, wordings that express politeness/severity, dependency/independency, literariness/ignorance, or bias attributed to male and female characters in texts of literature. All in all, the foreign language classroom is "a good place to think about the use of precise, inclusive language and to critically reflect on sexist forms of expression" (Lohe & Elsner, 2016, p. 22).

5.3. Pedagogical Implications and Recommendations

The first part of this chapter came with the main conclusions and interpretations that were concluded from the results of the data analyses where several problems were highlighted. The second part will serve as a scaffold for classroom strategies, lesson plans, questions, and instructions, as well as parameters for text selection in the teaching of literature and literary analysis at the tertiary level in an EFL context.

5.3.1. Towards a Language-based Approach to Teaching Literature

Results of the pretest and posttest in the empirical phase showed that the Transitivity framework is a valuable tool for undergraduate students in analyzing literary texts because it gives them means of comprehending, reflecting, and interpreting key elements including characters and their actions, gender representations, language use, and cultural themes. By using this framework, the teacher has the opportunity to explain the language being used and guide students to the different procedures for analysis. Generally speaking, a language-based approach to literature, or rather stylistics, *"involves the close study of the linguistic features of a text in order to arrive at an understanding of how the meanings of the text are transmitted."*, allowing students to *"make competent critical judgments of it."* (Lazar, 1993, p. 27). As for the use of an SFL approach in literary analysis, it has the potential to help students draw *"attention to language use by highlighting the differences in word and grammar choices or what SFL theory refers to as lexico-grammatical choices (Matthiessen, Teruya, & Lam, 2010)*, as cited in Slater and McCrocklin (2016, p. 11).

One advantage of a language-based framework is that students are reasonably familiar with the set of grammatical descriptions which they have already learned through their

educational journey in acquiring English as a Foreign Language. Students are expected to know sentence patterns like subject, verb, direct/indirect object, adverbial phrases, etc. In addition to this, students are also acquainted with parts of speech, as pronouns, nouns, verbs, adjectives, adverbs of manner, and the like. Also to mention the types of verbs that denote action or state of being, in addition to linking and helping verbs. All these will support the implementation of the framework in a more helpful and facilitative way. In this vein, Lazar (1993, p. 32) further adds that such linguistic familiarity enables students *"to reach and justify literary intuitions"*.

The findings of the students' questionnaire as well as the pretest results show that they are really confronted with challenging intricacies in analyzing literature. One major reason, as Lazar (1993, p. 31) argues is the absence of a clear strategy that allows students to appreciate a text of literature. As a language-based framework and a stylistic paradigm, procedures of the Transitivity can be accomplished through an explicit as well as an implicit implementation following a number of techniques and strategies that facilitate the process of analysis as part of a language-oriented study of the text and context. Being explicitly conducted, the teacher provides a set of markers for describing texts and clauses in functional terms. This can be initiated by introducing the Transitivity strategies and the SFL theory in the classroom before performing text analysis. On the other side, the framework can also be implicitly applied by following a set of guiding questions and tasks in the three phases of analysis: Comprehension, Reflection, and Interpretation of the cultural context. In this section, we are going to introduce some of the explicit procedures in applying the Transitivity framework drawing on suggestions made in some research papers and workshops. As for the implicit use of this framework, we will propose a number of Comprehension, Reflection, and Interpretation Activities.

5.3.1.1. Explicit use of the Transitivity Framework

In this way, students can be exposed to a set of theoretical foundations and implications of SFL in general and Transitivity in particular. As students of literature are also introduced to the other modules of Linguistics and Grammar during their tertiary education, teachers of literature can specify some sessions for introducing the model theoretically. This phase can be conducted during one or two sessions using PowerPoint presentations, handouts, or the blackboard. Teachers can explicitly and systematically teach students how possible choices

express human experience throughout the three different meta-functions of language. Working on the experiential meta-function in particular, students should recognize the six types of processes as material, mental, relational, verbal, behavioral, and existential. Participants' roles can also be explained along with their relationship with the process type. Examples of participants' roles include actor, goal, carrier, sayer, sensor, token, phenomenon, etc. Types of Circumstances (e.g. extent, location, manner, quality, means, etc.) can be made obvious to learners (Ning, 2008, p. 49). Accordingly, Dr. Tammy Slater, as cited in Slater & McCrocklin (2016) conducted a workshop with eighteen participants for performing literary analysis by use of the Transitivity framework following the outline below:

- A brief introduction to SFL perspective and theory.
- Setting the relationship between language function and literary meaning.
- A brief introduction to the Transitivity patterns.
- Practice new understandings by carrying out a basic analysis of Helen Cooper's *Pumpkin Soup.*
- This practical phase is initiated by reading the story.
- Participants are asked general questions about the story
- Identifying processes and seeing how they patterned out over the full story.
- Introducing another literary work entitled "Piggybook" by Anthony Browne (1986).
- Following the initial steps of the first short story.
- Identifying the three aspects of Transitivity: Participants, processes, and circumstances.
- Helping participants with charts to be completed.

In another manner, Ye & Sha (2021), in their research paper, suggest some procedures in implementing the Transitivity framework, presented as follow:

- Introducing the framework to students
- Generating a table of statistics
- Drawing the frequency of the processes used by the writer to realize communicative purposes
- Setting relationships between/among characters through their conversations

- Assigning the characters' actions and roles from the table in terms of activity, passivity, sources of information, receivers of information, and so on.
- Draw connections between the transitivity patterns and the writer's real intention of writing.

5.3.1.2. Implicit Use of the Transitivity Framework

As we have heretofore stated, application of the TF can be initiated by the theoretical layout of the approach of SFL and teaching the way such a framework can go with texts of literature by drawing comparisons with traditional grammar before the real practice takes place. However, as we are concerned, though students will have a clear understanding of what they are going to do, it might be time-consuming and frustrating for them. One of the possible suggestions that we tend to introduce is the implicit use of the framework with texts of literature. On a parallel way, teachers of literature can possibly collaborate with teachers of grammar and linguistics for the purpose to acquaint learners with a multidisciplinary approach to learning. Practically speaking, teachers of linguistics and grammar can be requested to present lectures on SFL to students so that they will apply what they are taught in grammar and linguistics as language patterns and linguistic theories to different genres. The set of activities and tasks that we tend to introduce are divided in accordance with the three processes of analysis: comprehension activities, reflection of language use activities, and interpretation.

5.3.1.2.1. Comprehension Activities:

As literature is a reading-centered activity, this section is more concerned with intensive reading strategies that require going through the text carefully and in detail (Zhenyu, 1997, p. 40). Comprehension, in particular, is the activity of understanding and getting meanings from texts. First of all, this skill is a cognitive process in thinking about what is inside a text as semantic meanings, ideas, events, messages, and the like. Secondly, comprehension is the students' ability to use their background knowledge of the language in acquiring new knowledge. Comprehension is very essential in the process of literary analysis for which it is an initial aspect of literacy that has to do with understanding and making sense of the text on multiple levels before proceeding to the analysis. According to Kapanadze (2018, p. 93), literary analysis constitutes the reading process that should be *"performed and achieved*

effectively" and *"comprehension acts like a measurement and assessment tool as to whether the reading activity has really taken place"*. This will be possible through the reading and analyzing methods which *"draw attention to and fully comprehension of what students have read or see."*

5.3.1.2.1.1. Stage one: Participants

In texts of literature, the concept of 'Participants' in the Transitivity framework represents the 'Characters' that move a story to a plotline. Questions and instructions about "characters" from a gender perspective based on the Transitivity model can be introduced as follow:

- How many characters are there in the text?
- Draw a line under each subject, object, or indirect object. What do these elements represent?
- Name the characters.
- Who often takes the position of a subject?
- Which character is predominant as an object in the text sentences?
- Is one of the characters occupied as an indirect object?
- Organize the characters into male and female. How many male characters? How many female characters?
- Evaluate their turn-taking in conversations.
- Draw a table and identify the position or role of each male and female character.
- Who are the protagonist and the antagonist characters of the story? Identify their gender.

5.3.1.2.1.2. Stage two: Processes

At this stage, students are guided to identify gender differences in language use. Questions and activities can be given to assigning the main process type(s) used by male and female characters. Some process types can also make inferences about the way characters are constructed and represented. Tasks can take the following forms:

- Students are asked to circle the verbs in a passage.

- Students try to relate each character with the verbs used. A given example of a table can be extended as follow:

Characters	***Related verbs***
Name of character 1	- …… - …… - ……
Name of character 2	- …… - …… - ……
Name of character 3	- …… - …… - ……..

- Teachers should further go to specify the types of processes related to male and female characters. Examples of guiding questions
  - Who is performing actions?
  - Which character uses his/her senses? Or which character is more concerned with feelings and emotions? Who is more thoughtful and perceptive?
  - In order to compare the process types used by male and female characters, the teacher can draw a table for completion as the following: -*Classify the characters according to the characters' traits in the excerpt:*

Performing actions	***Having things done to them***	***Emotive***	***thoughtful***	***Perceptive***

- Learners make a slight comparison between the characters.
- Who is talking in the passage?
- For relational processes, MCQs can be used to help students identify how characters are described in a passage.
- It is important for students to write down all the linguistic choices used by the author. It is preferable to work with handouts.

5.3.1.2.1. Stage three: Circumstances

Analyzing circumstances mostly goes in tandem with the process itself. They denote the time, place, and mood of the story. Students should be guided to recognize such parts of sentences in literary texts so that they will be inevitably aware of their role in the creation of meaning.

- The teacher directs students to circumstantial adverbs in an excerpt. The purpose is to identify physical, historic, and atmospheric settings.
- Students highlight the circumstantial adverbs they encounter throughout their reading, then, linking them to characters and processes.
- Teachers can also guide students with questions.

5.3.1.2.2. Reflection Activities:

Starting with descriptive reflection and moving towards critical reflection, we suggest the following activities:

- Have students complete the three literary elements in connection with what they acquired from comprehension activities based on the Transitivity model.

Literary elements	***Description***
Characters	
Plot	
Setting	

- Students draw a comparison between male and female characters. Since the aim behind implementing the Transitivity Framework is to interpret world views and experiences, throughout this task, students should reflect on how the writer represents his/her characters in the story as well as the attitudes and perceptions that emerge between characters themselves. The teacher can help students with sentence completion as the following:

- The writer describes female characters using multiple adjectives …… .
  The writer describes male characters as …… .
  Character X sees/treats character Y …….
  Character Y perceives the character X …… .
  The female character (s) is/are represented as ……. .
  The male character(s) is/are represented as …… .
  Character's X strengths are seen ……... . (according to the dominant process(es) used.)
  Characters' X weaknesses are ……... .
  Character's Y strengths are ……. .
  Character's Y weaknesses are ……. .

- Further questions can be asked for analyzing characterization:
  - Do characters rise any conflicts?
  - What effects have one character on others? (the teacher can specify which character).
  - What controls character X/Y's actions? (students think about internal and external barriers).
  - What motivates character X/Y's actions? (students think about internal and external drives).
  - Does the description of characters/objects yield any aspect of figurative language? Learners draw evidence from the text.

Figurative Language	***Examples***
Metaphor	
Simile	
Personification	
Allegory	
Allusion	

- As for literary devices, the students can mark repeated patterns in the literary texts such as symbols and imagery.

5.3.1.2.3. Interpretation Activities:

At this last phase, students are expected to draw a relationship between the writer, the literary period, and the theme developed in the story.

- The students refer back to characterization, plot, setting, and aspects of the literary work under study. Examples of literary themes include:

  - ✓ Victorian and Romantic influence: pastoral issues, love, and change.
  - ✓ The passive role of women in Victorian society in England. (further themes about women and gender will be explored in the proceeding sections)

- ✓ Gothic literature and Edgar Allan Poe's life: darkness, madness, obsession, supernatural, violence, mystery, evil, death, and murder.
- ✓ Class distinction
- ✓ Industrial revolution influence: child labor, working conditions, class differences.
- ✓ French revolution influence: human rights, freedom, and equality.

(adapted from Aysun, 2014, p. 30)

5.3.2. Gender in the Spotlight of Literature Teaching and Pedagogy

Teaching literature at the Algerian universities is sought to be placed in the position of a mediator between what is academically taught and what is daily experienced outside the classroom. Moving from traditional practices of "chalk and talk" (Kheladi, 2013) to memorizing lectures for the sake of exams, reconsideration and revision of the EFL literature syllabus should take into consideration the most pertinent negotiations and findings from academic publications including Ph.D. theses, academic papers, and contributions of classroom researches which are increasing by leaps and bounds in setting diverse issues in the interest of finding out what is more effective for an EFL fiction classroom. As various researchers suggest, learners' major pastime in learning literature is to find a way that links the target culture they encounter in the classroom with their own (Bensemane, 2003, p.38). Therefore, literature that brings back students to local settings is more appreciated in the EFL classroom. This point is also emphasized in our data, mainly students' questionnaires. In the same manner, Brock (1990) suggests that referential elements make students more involved in the learning process.

Essentially, gender as a cultural construct is fraught with various connotations in every society which, in turn, is given more weight in literature. Literature with its dramatic aspects, figurative devices, metaphoric language, and stylistic choices not only builds reading enjoyment but engages students in factual contexts. So while it is important for students to acquire language and aesthetic skills in literature, it is equally important for them to discuss and find out gender-related issues that impart particular knowledge and reference to culture. Based on this connection, gender and cultural awareness are seen to be vital pedagogical gears for teaching literature in an EFL classroom. The former refers to the ability to view society from the perspective of gender roles, differences, and stereotypes. As a cognitive process, it is our

critical understanding and analytical abilities in questioning gender differences in society. Gender awareness is the ability to identify problems arising from gender inequality and discrimination. Volkmann and Schiller assert that gender awareness "consists of insights into how gender is socially acquired, contingent and ambivalent. (2016, p. 119). In the field of literature didactics, they define the term as the awareness of *"how concepts of gender are highly influenced by film, literature, narrative, and visual texts"* (Volkmann & Schiller, 2016, p. 119).

Although the teachers who provided data for the present research virtually disregarded the frequent inclusion of gender in teaching literature, we stress the pedagogical involvement of this component in the EFL fiction classroom where learners can be exposed to different dimensions of gender awareness which, consecutively, have an ample reference to their everyday life (Volkmann & Schiller, 2016). Accordingly, teachers of literature are not required to lecture on how gender is represented and tackled in literary works but rather search for classroom methods, strategies, and tasks that enhance learners' self-evaluation and critical thinking skills in questioning the different aspects of gender. Seemingly, the pedagogical contributions of integrating the gender component in the teaching of literature that we have deduced from the overall work are as follows.

A. The Interface between Theory and Practice

It is within this work that the issue of integrating the gender component in teaching culture for EFL students at a tertiary level is conceived to provide a prominent layout that can be placed in alignment with the long-standing classroom practices in teaching literature. In reality, numerous teaching methods are featured on the basis of theoretical foundations in addition to field research. Teachers of foreign languages often ground their classroom practices in multiple knowledge domains. In like manner, the field of Gender Studies can be incorporated into the teaching process by reconstructing the findings from woman's and feminist theories. Such integration helps to develop a set of attitudes, knowledge, and skills for both teachers and learners.

Though research in the field of Gender Studies and research took various strands such as the feminization of language teaching, teacher education, classroom interaction, and literature didactics, it is not highly apprehensive in Algerian universities. Therefore, by

assimilating the gender component into our empirical research, we finally come up with a set of recommendations by taking advantage of the present research findings coupled with some theoretical foundations in the field of Gender Studies. Our upcoming recommendations for teaching cultures via gender concerns are derived from the way gender is conceptualized in addition to a number of approaches related to the analysis of literary texts from a gender perspective.

B. Variety of methods

With regards to the different theoretical perspectives within the area of Gender Studies, teaching and learning goals can be attained in multiple ways. Academic knowledge of gender with everyday knowledge altogether combined results in the design of teaching and learning courses for encouraging students to reflect on gender norms in the EFL classroom. If teachers plan to tackle gender-specific issues, then, they have to look for creative and playful methods that activate and redirect students' critical reasoning. Accordingly, it is expedient for teachers to turn to the different theoretical perspectives and methodological approaches in the field of Gender Studies which allow for different ways of accessing texts of literature. Relatedly, Konig et al. (2016, p. 27) assert that:

> *Analytical skills, for instance, help students work out the way gender is constructed in the texts. They encourage a reflection on the perception of a text and, in addition, show how gender images are guided by this and how the text makes the reader or viewer feel.*

Analytical tasks should be complemented by tasks that facilitate the change of perspectives and that support empathy with the characters and their ways of seeing the world – which can shape the interpretation of the learners. a gender-critical approach to fictional texts should also include tasks that encourage the students to negotiate the understanding of gender they have by comparing gender-related issues in the fictional text with those from their own everyday lives and coordinating their different perspectives. In all of these different approaches, it is important for teachers to make sure that there is no one right solution or opinion. When it comes to gender, there is no point in imposing an opinion on someone. Instead, teachers can

provide texts and tasks which invite an independent critical reflection- and it is up to the students whether they will take it on.

C. Plurality of texts

Literature is considered a powerful discoursal apparatus that reinforce and subvert gender roles and stereotypes in a particular time and place. It shows how authors introduce characters and thereby define themselves on the basis of their gender. Gender and other peripheral terms such as sex and sexuality, in turn, shape narrative texts as well as readers' understanding of them differently. Issues such as the white man's privilege, women and domestic life, financial dependency, inequality, political and economic concerns that occupied most texts of literature triggered critical voices that called for equal chances for all genders.

D. Genre competence

According to Hyland (2007, p. 149), genre *"refers to abstract, socially recognised ways of using language"*. Learners, through their frequent acquaintance with texts of literature, will become active readers and will, therefore, build a set of expectations about the way texts are featured including grammatical structure, message, and purpose. Frequent exposure to texts also allows learners to have little difficulty in *"recognizing similarities in the texts they use and are able to draw on their repeated experiences with such texts to read, understand, and perhaps write them relatively easily"* (Hyland, 2007, p. 149). On the other side, since learners are expected to write analytical pieces of essays, they ought to draw on writers' expectations and become more attuned to the ways meanings are created.

5.3.2.1 Gender Awareness: Ways of interpreting Gender through Literature

In the context of teaching literature in foreign language classrooms, Volkmann and Schiller (2016) propose ten ways for gender awareness that can be introduced and taught to students. The different ways of gender awareness relate to the different c²onceptions of the 'gender' components which were explored in the first chapter of our thesis. The following hints develop classroom lesson plans in enhancing awareness of gender and feminist concerns. Lesson plans consist of three main stages: Warm-up activities, during-reading tasks and instructions, and follow-up activities.

5.3.2.1.1 Awareness of gender as a social representation

The notion of 'gender as a social representation', as described in earlier chapters, refers to "meanings that societies and individuals ascribe to male and female categories" (Eagly, 1987, p. 4) and the prescribed behaviors and roles that are deemed appropriate for men and women in society. What characterizes this notion is that it is "flexible and changeable" (Volkmann & Schiller, 2016, p. 120). Particularly, gender representation fluctuates from one society to another and its conception is often prone to be reviewed over time and generations. Therefore, it is important to distinguish traditional views of gender from new alternative ones. In this manner, it is a suitable occasion for teachers of literature to create classroom discussions apropos this notion through which students discuss, agree, or disagree upon specific representations of gender in texts of literature. Students will also have the chance to share many beliefs and draw comparisons between the target culture and their own.

In an EFL context, dealing with "gender as a social representation" through fiction is twofold. On the one side, literature can be used as a gender focus and a pedagogical tool to discuss social norms, beliefs, and attitudes apropos gender with a possible reference to other social components such as race and social class. On the other side, literature reading is considered a means of metacognitive development (Boaz, 2020). The latter comprises a set of skills such as comprehension, deep understanding, and application of background knowledge (Flavell, 1979). Accordingly, teachers should consider students' reflection of gender as appropriate and that learning should be coupled and integrated with students' understanding of what surrounds them.

Considering the social constructive nature of gender as flexible, Volkmann (2004) proposes the dichotomy of *Old/New* in representing a structural opposition between the *Old/New man* and *Old/New woman*. The epithet "Old man" goes with the traditional attributes of a masculine identity as being rigid, breadwinner, wage-earner as fixed roles that are imposed on individuals by patriarchal societies. It is generally seen as a negation of femininity. Other aspects of traditional masculinity relegated to "Old man" include success, power, and dominance. "Old woman" is often prescribed to women's roles in the domestic sphere. In this tradition, women are well-known for providing emotional support. The description "New man" entails liberation

from former masculine qualities. Men tend to be more emotionally open, share or take on domestic labor and childcare responsibilities. On the other side, "New woman" is more career-oriented in several domains such as education, job, politics, etc.

In dealing with such kind of gender conception, the following pedagogical implications of the course of the lesson will be introduced as follow:

Step one: Warm-up activities

- In this first-step phase, diversity of gender roles, qualities, and behaviors can be introduced with the help of pictures, a song, or an excerpt from a film.
- Learners comment on the introduced materials and show the extent to which they are familiar with such issues in the family, at school, at the university, in the workplace, and in shops.
- The teacher records gender-specific characteristics elicited by the students from the material on the board.
- The teacher and students create a classroom discussion about connotations of the recorded characteristics (Adjectives such as handsome, beautiful, strong, gentle, caring, passionate, active, passive, etc.)

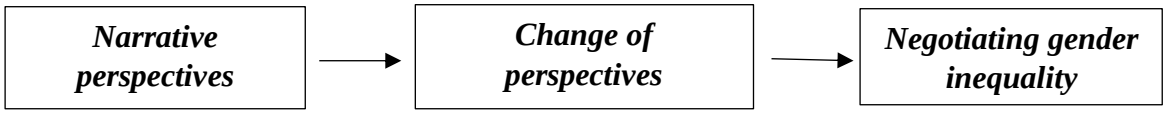
Step two: During-reading

At this juncture, we tend to propose some lead-in questions and tasks from a gender studies viewpoint that can be followed by teachers to promote reflection on gender from a social perspective. It is worth important to notify that content-related comments are welcome from students.

- In order to promote such kinds of interpretation and awareness, teachers follow a socio-critical perspective for text analysis (Konig at al., 2016, p. 24).
- Analysis is initiated by the narrative situation as being exclusively male by discussing the following points:
  - ✓ Issues about gender as a social category and social inequalities that are based on the differentiation of human beings into men and women will be tackled through texts of literature.

- ✓ Analysis of the hierarchical distinction between male and female characters in terms of:
  - The social contribution of work.
  - Social recognition.
  - Questions of freedom and movement.
  - Social judgment.

- Teachers work to engage students with critical gender reflection and change of perspectives. This can be fostered by giving tasks through which students do not only deal with the male gaze but work to fill in the missing female point of view and go deeper into inner feelings. (Konig et al., 2016, p. 29)
- The last phase of the process is negotiating gender inequality and gender-related hierarchies outside the text and discussing the extent to which it expands to real life.
- The diagram below summarizes the implementation of such an approach:



Gender studies-oriented questions:

- What types of roles do women and men have in the text?
- Is the division of roles equal?
- Does the text work with the prejudices of women or men?
- What values and power positions are attributed to men and women in the text?
- What are the attitudes towards women held by the male characters and vice versa?
- Is one gender given more prominence or dominance in the text?
- Does the text offer glimpses of a less oppressive society?
- How are the differences between male and female characters constructed?
- How are bodies constructed as male or female?
- What is the underlying ideology for these male/female constructs?
- Is the male/female psyche or body seen as lacking in something?

(Adapted from Volkmann, 2007)

Gender-oriented tasks

Sample of task-one: Table completion

Male Characters				***Female Characters***			
Dress	Behavior	emotions	Qualities	Dress	Behavior	emotions	Qualities

Sample of task two: In this activity, Volkmann's concepts of Old Man/Old Woman, New Man/New Woman can be used as a grid for analyzing what "traditional" and "alternative" roles are given to women/men. The teacher can either ask students to complete with adjectives from the story or tick on a ready-made list.

Old Man	**Old Woman**
Patriarch	Domestic role
Dominant role	Emotional support
…….	……
……..	……
New Man	**New Woman**
Caring	Rigid
Emotional	Ambitious
Androgynous (in appearance or behavior)	Androgynous

Step three: Follow-up Activities

Handouts about Gender roles ideology can be given to students as extra readings.

5.3.2.1.2. Awareness of gender as a linguistic construction

Besides its social frame, gender is also conceptualized as daily discursive interaction and negotiations. Gender as a linguistic construction can be explored through fiction texts and this can be revealed by tasks asking students to analyze how men and women are described in

literary texts and what linguistic markers are used. Tasks vary in accordance with the approach being highlighted in the study of gender and language use. Expending Lakoff's theory (1975), analysis of women's deficit language can be analyzed by asking students to sort out some presumptions as hedges, polite forms, tag questions, intonation emphasis, empty adjectives, etc. Given that the aim is to draw differences between men and women in cross-sex (mis)-communication, students work in matching up male and female characters in texts of literature with reference to social and cultural issues. Other strategies can also be used as "Foregrounding and Deviation".

Step one: Warm-up activities

- As a first step phase, students try to elicit some of the linguistic expressions used by men and women in their everyday interactions.
- The teacher can implement this idea using an 'observation sheet'.
- Students are asked to complete the 'observation sheet' and use notes during the class.
- Observations are marked about their male and female colleagues' use of adjectives, hedges, tag questions, direct/indirect language during classroom discussion.

Step two: During-reading

- A mixture of questions and tasks can be addressed to students at the while-reading phase.
- The teacher can use skimming and scanning strategies to identify keywords.
- Focus on the use of particular words as *Literary devices*.
- The teacher deals with essential rhetorical strategies used in the text.
- The use of language/stylistic based questions as the following:
    a) How does the writer build the characters through language?
    b) How does the use of specific patterns support the overall intuition of the reader about these characters? Justify from the text.
    c) Are the text topics, imagery, style, etc. are more 'feminine' or more 'masculine'?
- Sorting out foregrounding techniques.

Step three: Follow-up activities

- The teacher provides learners with handouts illustrating '*Foregrounding Strategies*' in texts of literature, taking the transitivity model as a sample.
- Learners are asked to sort out more linguistic devices and expressions and draw a comparison between male and female characters' use of language.

5.3.2.1.3. Awareness of gender as a communicative behavior

Learners come to see gender as a communicative behavior by reading how masculinity and femininity are constructed and shaped in everyday life (Konig et al., 2016, p. 29). The way gender is operating in society is defined by practices of 'doing gender'. According to West and Zimmerman (1987, p. 135), practices of doing gender involve *"making use of discrete, well-defined bundles of behavior that can simply be plugged into interactional situations to produce recognizable enactments of masculinity and femininity*". Behaviors are judged based on what social assumptions consider as 'manly' or 'womanly'. In the EFL classroom, teaching about gender as a communicative behavior can be organized as follow:

Step one: Warm-up activities

- At this phase, the teacher elicits students' opinions about how some practices such as riding bicycles by women are perceived in our society.

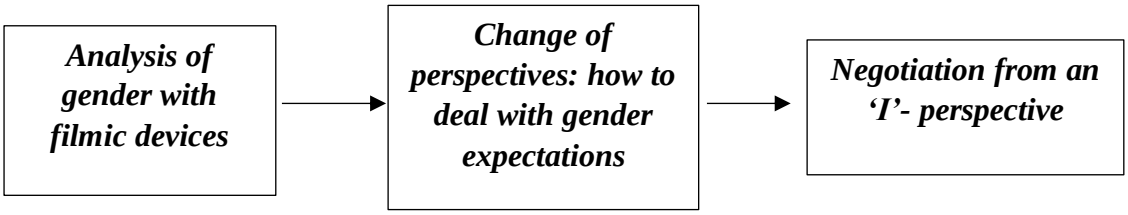
Step two: During-reading

There are two main objectives of the course. Firstly, students will get insights into how gender is produced and shaped in everyday communication. Secondly, students will see gender as a culturally and socially powerful construction. In order to meet these objectives, a 'Constructivist approach' (Konig et al., 2016) can be appropriately considered in the design of the lesson process. The 'constructivist approach' to gender studies looks at processes of "doing gender" including *"body language, nonverbal communication, clothes, etc."* (Konig et al., 2016, p. 29). Taking these elements into consideration, the constructivist approach can be realized with audiovisual texts. The analysis will be divided into three stages:

- The first stage "Analysis of 'doing gender' with filmic devices" requires students to be trained with visual literary-based analysis. Students consider characterization in describing how gender is constructed throughout the plot. Description of clothes, voice,

gestures, camera position and settings, etc. should be made in order to demonstrate the ways in which masculinity and femininity are constructed in the film. Thereafter, students are supposed to analyze implicit expectations that led to such representations and how they relate to cultural beliefs. Here comes the role of the teacher in providing guiding questions and multiple tasks such as MCQs.

- In the phase of "change of perspectives", students can be allowed to act out the characters' roles from an 'I perspective'. In other words, one or two students volunteer to impersonate the role of the female and male characters from one of the scenes with additional and creative reactions. The other students negotiate how the characters would feel in this situation.
- Finally, the teacher opens a debate negotiating practices of 'doing gender' in students' everyday life. The above-mentioned stages are summarized as follow:



5.3.2.1.4. Awareness of women's visible lives

Learners gain insights into how women's lives have become increasingly 'visible' and with them the issue of gender itself. The issue of feminism remains an important one and cannot be completely superseded by the 'identity paradigm'. In literature classes, this means including texts from earlier centuries and contrasting women's or girls' lives in literary texts with today's lives (Halle & Hebel, 2007 as cited in Volkmann & Schiller, 2016). This also includes the question of text selection and how female authors should be featured to redress historical imbalances of preferring male authors in the EFL classroom.

Step one: Warm-up activities

- The concept of '*Eco-feminism'* can be introduced.

- Pictures of women's activities such as cooking, weaving can be discussed with students through pictures.

Step two: During-reading

Feminist-oriented questions:

- What about the presentation of women?
- Are women's voices suppressed?
- Are their activities devoiced, devalued, and trivialized?
- What images of female identities are dominant (motherly, caring, thoughtful, etc.)?
- If the text is written by a female author, then, students are asked about ways of feminine writing.

(Adapted from Volkmann, 2007)

Step three: Follow-up activities

- Students are given another text that describes the life of women today.
- Students write an essay in which they draw a comparison between women living today and in earlier centuries.
- Handouts about feminist theories can be given to students as extra readings. Discussions can be scheduled according to the teachers' approval. Otherwise, they can be presented as classroom projects.

5.3.2.1.5. Awareness of gender performativity

Gender is defined as constructed and exhibited in and through 'performance' (Butler 1990). This conception is based on discourse theory that describes the performativity of gender and that masculinity and femininity *"do not possess an essential 'core', but are constituted by being 'cited' again and again."* (Konig et al., 2016, p. 25). In the EFL classroom, in teaching gender performativity, teachers conform to a 'deconstructivist' approach (Konig et al., 2016, p. 31). The importance of integrating gender from a deconstructivist perspective is to make students aware of the "*theatricality and performativity of culture-bound communication and acting*".

(Translation: Konig 2015, p. 168 as cited in Volkmann & Schiller, 2016). Examples of classroom tasks are suggested in the following stages.

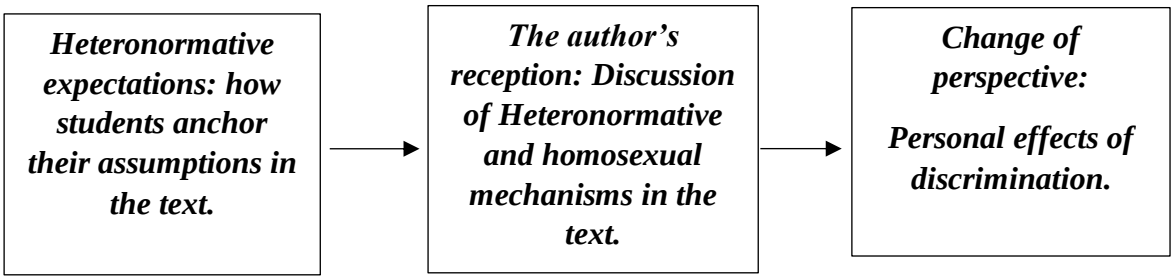
Step one: Warm-up activities

- The aim of this phase, is to make students uncover their own thinking in terms of gender stereotypes.
- Students can be introduced to a situation as the following: "while you are walking outside, an androgynous person, be it a man or a woman, comes across you". How would you react?

Step two: During-reading

Some of the possible ways in fostering awareness of gender performativity, as suggested by Lotta Konig, Sonja Lewin, and Carola Surcamp (2016), can be divided into three processes:

- Students are engaged in the analysis of 'heteronormative expectations' as an initial process. Students are given a text without providing them with any information about the characters. It is also important to mention that choice of text selection would fall on texts in which gender is not specified. Students work on possible identification of identity construction. Then, they make their own interpretations of the gender of characters and see whether they are able to clearly differentiate between male and female characters. The teacher and students work out the definition of heteronormativity during the lesson. The teacher provides further information about the characters.
- The second process through which analysis goes through is the study of the 'author's reception'. Identification of the author's perspective through his/her writings is essential in enhancing awareness of heteronormative and homosexual mechanisms. There are several texts that allow for multiple ways of reading and Shakespearean texts are one of them. (Konig et al., 2016, p. 32)
- It is often argued that the binary gender system may produce exclusions (Konig et al., 2016, p. 25). Therefore, as a final stage, fostering a 'change of perspective' by negotiating personal effects of discrimination in connection with present-day issues.
- The three aforementioned processes can be summarized in the diagram below:



In the following captions, we tend to propose a number of practical considerations that can be displayed in the EFL classroom in the application of the Deconstructivist approach to gender while addressing a literary text to students.

- As a skimming technique of a story, a novel, or an excerpt, students can be given a task in which they match actions with the appropriate characters. Characters are divided into males and females.
- Adapting Lazar's (1993, p.28) suggestion, students can be given an excerpt from a novel or a short story with adverbs and adjectives being removed. Students try to rewrite the text by filling in the blanks with possible choices from their own. The excerpt should include a mixture of male and female characters. Then, they compare their version with the original. Here, the use of dictionaries can also be helpful.
- These activities can be carried out in gender-homogeneous groups of girls and boys. The results are then compared and discussed together.
- Students, then, are asked about what assumptions they base their gender ascriptions on.
- In discussing the author's reception and enhancing reading about heteronormative mechanisms in the text, the teacher can draw a table with aspects of heteronormative Vs. homosexual aspects and make students tick (√) what they find as most prevalent throughout their reading. This task can be performed in group work. Students then negotiate their findings. Students may also be given the opportunity to discuss whether and how LGBTIQ ways of life are brought into the text according to the existing context.
- In the final stage of 'change perspective', students are involved in classroom discussions by providing personal opinions about these issues (Konig et al., 2016, p. 33):
    - ✓ Suggest homophobic reactions with reference to the text.

- ✓ Discuss effects of the same-sex love declarations/disguise.
- ✓ How these issues are addressed through the eyes of the text protagonists.

- As for text selection, speculative fiction can be offered as a suitable material. Examples of texts are:

  Ursula LeGuin's 'The Left Hand of Darkness' (1969)

  Octavia Butler's 'Xenogenesis' trilogy (1989)

  Carolyn Ives Gilman's 'Halfway Human' (1998)

  James Alan Gardner's 'Commitment Hour' (1998)

Step three: follow-up activities

Students can be provided with handouts about "*Transgression in Literature*".

5.3.3. Parameters for text selection: Culture-based Texts

In the last two sections of this chapter, we introduced a body of suggestions and implications in regard to the implementation of the Transitivity model in teaching texts of literature from a gender perspective and the possible ways through which teachers can integrate the gender component into their fiction classes according to its conception and interpretation. In this final part, we further explore cultural-based themes and texts related to the topic of women and gender to be evoked for undergraduate classes.

A possible teaching unit on "Women" or "Gender" portraying the lives and challenges that faced women throughout history can be emphasized through several works within or outside the Anglophone mainstream. In literature, there are various ground-breaking works that did much to explicitly recover issues linked to 'women' and the 'gender' question that should be patently relevant as rational classroom discussions of liberty, individuality, diversity, freedom of thought and speech, the social conditioning of women, democracy, political representation, inequality and the like. This way, gender can be explicitly highlighted and described by being linked to other sub-topics such as politics, economy, religion, and philosophy. Some of the cultural themes that can be introduced in the EFL classroom in third-year undergraduate classes that we suggest relate to identity questioning in cultural, cross-cultural, and multicultural contexts.

CHAPTER FIVE: Interpretation of the Research Findings, Pedagogical Implications, and Recommendations

A. The Challenge of Individualism

The basic origin of the term stems from the general reaction of the Europeans to the French revolution. The term 'individualism' dates back to the mid of nineteenth century in western societies as a political concept that circulated widely in western societies from the mid to the late-nineteenth century and was ramified into social, cultural, and literary arenas as it created a notable impact on Late-Victorian literature by women writers. As the term implies *"maximum welfare and freedom of the individual"* (Realo et al., 2002, p. 164), Victorian writers came closer to human progress and expressed, more specifically, "*the self-directed, self-contained, and comparatively unrestrained individual or ego* (Realo et al., 2002, p. 164). Therefore, women's rights appeared as a reform movement in Victorian writings deviating from 'art for art's sake' to asserting freedom of the self and independence. Accordingly, the syllabus of third-year classes can be enriched by dominated novels such as,

George Eliot's Middlemarch

George Eliot's The Mill on the Floss (1860)

May Sinclair's Life and Death of Harriet Frean (1922)

Maureen Duffy's That's How it was (1962)

Radclyffe Hall's The Unlit Lamp (1924)

Elizabeth Bowen's The Death of the Heart (1983)

Doris Lessing's The Summer before the Dark (1973)

Fay Weldon's Female Friends (1975)

The above list of women's writings presented here focuses exclusively on several gender issues including the position of women in patriarchal societies, questions of emancipation, equal rights, interference in the public sphere, literacy, and issues of growing up. These writings present womanhood as "*it is constructed, contested, challenged, and reaffirmed, over decades and decades.*" (Schaffer, 2010). Therefore, teaching students nineteenth-century literature allows them "*to view marriage, patriarchy, motherhood, domestic management, illness, social networks, economic dependence, and political invisibility as the defining features of life."*

(Schaffer, 2010). Such women's writings unmask their subjectivity that misaligns with the dominant culture and ideology in the society in which they strongly aimed to unmute their desperation of having their identity become more visible.

Introducing this literature in the EFL classroom will enhance gender-focus interpretations. As it is suggested, teachers can provide other writings from a 'male perspective' to engage conflicting viewpoints and motivate students into lively discussions. Such *"textual arrangement"* can also include various voices from a 'male feminist' perception who support the change of traditional gender roles and question the control of patriarchal forces over women (Volkmann, 2007). A collection of authors includes John Fowles, Ian McEwan, Hanif Kureishi, Nick Hornby, and other writers who belong to the *"male confessional"* literary genre (Volkmann, 2007).

The list of Victorian writings introduced here poses a particular problem. These pieces of literature are characterized by lengthy volumes that can be so boring and tiring for students to read in their entirety. Though it is considered a rich body of literature, it still contains a difficult language that students hardly understand. Accordingly, one of the practical solutions that teachers currently display in their classes is to introduce one work partially across one semester. From our counterpart, we suggest the inclusion of multiple extracts from different pieces to be read and analyzed. This is for the simple reason that such inclusion provides flexibility and openness to several texts at once. In addition, intertextual inference can be a good source of reflexivity and critical engagement. Another practical way, as suggested by Margree (2020), is to use Victorian short stories in order to *"facilitate the development of skills in textual analysis"* (Margree, 2020, p. 13).

In any EFL context, it is also of paramount importance to teach what is beyond cultural learning such as multiculturalism, cross-cultural issues, ethnic diversity, etc. Challenging Eurocentric attitudes, therefore, fosters *"empathy, tolerance, and intercultural understanding" (Volkmann, 2007)*. Intercultural learning is considered one of the current objectives in English Language Teaching. This requires a revision of the term 'individualism' and adopting one of Hofstede's cultural dimensions, i.e., individualism vs. collectivism. Realo et al. write that Hofstede (1980) used the term to

> *describe possible forms of relationships between individuals and the groups to which they belong. According to him, individualism pertains to a society in which the ties between individuals are loose and everyone is expected to look only after himself or herself and his or her immediate family. (Realo et al., 2002, p. 165)*

Accordingly, several themes can be explored in the EFL classroom through the teaching of literature. Such themes relate to the individual and the group as well as between the in-group and outer-group. Gender issues in minority groups are suggested to be induced through the works of Dalit, Hispanic, and Black (African) -American writers. The life of these ethnic minority groups was complicated due to race and social status. Therefore, their writings reflect the oppressive, controlled, and marginalized hegemonic systems imposed upon them. It is worth noting that issues related to gender issues of minority groups are so vague that it is unmanageable to refer to all of them in these few lines. Therefore, the table below suggests some selected works that can be brought to the EFL classroom.

	Authors	***Titles/Date***	***Themes***
Dalit Literature	➢ Gogu Shyamala	➢ *Father May Be an Elephant and Mother Only a Small Basket, But…* (2012)	➢ Victimhood of a Dalit female.
	➢ Baby Kamble	➢ The Prisons We Broke	➢ Casteism in India
	➢ Sumithra	➢ Bave Pan on Fire	➢ Self-perception
Black (African)-American	➢ Alice Walker	➢ *The Color Purple (1982)*	➢ What it meant to be a citizen. ➢ Identity searching.
	➢ Zora Neale Hurston	➢ *Their Eyes Were Watching God 1937*	➢ Gender roles and racial influence
	➢ Tony Morrison	➢ *Beloved*	➢ Violence and slavery's destruction of identity.

B. Tradition and Change

The effects that colonization has on African societies are evident. Oppression in the patriarchal system of people is reinforced by the changes in women's situations. Therefore, most women fell victims to twofold colonization, both as an African and as a woman. Colonialism worsened the fate of African women who were obliged to combine traditional values with expectations put on them in current situations. These women are read to be represented as new and self-confident who defy outdated cultural norms and reconstruct their identities.

One of the related novels that can be introduced in the EFL classroom is Buchi Emecheta's '*The Joys of Motherhood'.* It is a story of an Igbo woman, Nnu Ego, whose thinking and acting is solely concentrated on the well-being of her children. This novel represents the culturally determined concepts of motherhood and the way a woman is regarded with or without children. It also shows the patriarchal structure of the Igbo communities, the male need for power and dominance as well as the internalized bondage of women and their status as objects. Throughout this novel, the writer wants to point out the personal responsibility of women. These images of women and mothers can be compared with our own ideas, experiences, traditions, and conventions.

C. Models of the Future

In the EFL classroom, the incorporation of gender themes through science fiction texts has the potential to enhance gender awareness. Learners can be introduced to the way gender is tackled and represented through science fiction stories and films which differ from a male dominance perspective to a feminine challenge of 'gendered hierarchies'. It is worth noting that in science fiction stories and films the most fundamental gender concerns have been hosted. A canon of sci-fi literary works postulates new kinds of humans, creates a new gender or eliminates gender. This canon includes Octavia Butler's 'Xenogenesis' trilogy (1989), Carolyn Ives Gilman's 'Halfway Human' (1998), and James Alan Gardner's 'Commitment Hour' (1998) in which they create a third gender alien (Shipley, 2007, p. 227). The theme of gender

also plays a role in Ursula le Guin's 'The Left Hand of Darkness' (1969) which pretends a world without gender. Le Guin, a feminist sci-fi writer, argues that her disregard of gender in the novel is "to find out what was left. Whatever was left would be, presumably, simply human." (K.Ursula, 1979, p. 162). The text "interweaves the Otherness of gender with other aspects of culture" (Shipley, 2007, p. 229). This canon of gender imaginations *"has in fact functioned as an enormously fertile environment for the exploration of sociocultural understandings of gender." (Merrick, 2003, p. 241)*. Livia writes,

> *In the realm of science fiction, authors have created neologistic, non-gendered pronouns to speak of egalitarian utopias, supplementing the existing system, which is retained for more traditional worlds. (2003, p. 157)*

Science fiction stories and films differ from a male dominance perspective to a feminine challenge of 'gendered hierarchies'. 'Superman', for example, is a gendered-bias science fiction film that represents masculine superpower qualities. On the contrary, some sci-fi works mostly "hint at the vision of a more equal gendered social order" (Shipley, 2007, p. 229). In light of this situation, a text like 'The Disappearance' by Philip Wylie has a different perception of gender. In the story, women mystifyingly disappear from men's lives. As a science fiction masterpiece, the novel shows that women *"have dealt rather better with the separation than the men." (Merrick, 2003, p. 245).* These literary works can be considered excellent literary masterpieces in promoting intercultural learning.

5.4. Conclusion

Throughout the final chapter, the researcher stood upon several conclusions and interpretations that were drawn from the results of the study in relation to some previous studies in the field of literature didactics and research. In this chapter, we also introduced a number of recommendations and suggestions apropos the pedagogical realization of using the Transitivity framework in teaching literary analysis in the form of tasks for enhancing gender awareness. The latter was further explored through tasks and guiding questions. Recommendations further introduced parameters for text selection from a culture-based perspective.

GENERAL CONCLUSION

GENERAL CONCLUSION

This thesis served as interdisciplinary research in bridging connections between academic disciplines operationalized in solving one of the issues and debates for the teaching of literature at the tertiary level. This thesis was intended very much as an upsurge of interest in how learners' analytical skills could be improved through the use of a language-based framework. Within this context, this work was an inquiry-driven quest that stood behind the possibility to enhance learners' interpretive skills of the target culture with reference to gender in texts of literature. In our thesis, we perceptibly shared a poststructuralist approach to the study of gender as being constructed through discourse. Such an elaborate and demanding approach required the integration of a number of disciplines including linguistics, stylistics, gender studies, cultural learning, and literature didactics for its implication in the EFL classroom. In a nutshell, linguistics was needed so as to explain the components and structures of the Transitivity framework that was selected as an independent variable for the study. Linguistic choice as a stylistic dimension in texts of literature reflects the way communicative purposes are interpreted by establishing a link to the social and cultural context.

In the opening chapter, we provided an overview of how gender is defined and conceptualized according to some theoretical foundations. Since our main objective was to enhance awareness of gender difference as a necessary component for cultural learning we tried to build a complementary relationship between these two elements and made it plain about the reciprocal effect of one component on the other in society. Throughout the first chapter, the researcher dived into the discipline of Gender Studies and its basic implications for teaching and learning. In particular, the researcher reviewed a body of literature related to teaching culture through gender-specific issues. Advancing in its review of literature, the chapter dealt with the extent to which literature, in particular, was considered a source and a teaching module that has the potential to create awareness of gender dynamics and to connect to the social and cultural context in which texts of literature were produced and received.

The study of gender and language use and the way they can be approached in teaching were closely explored in the second chapter. Three main theories were reported in the literature review apropos the study of gender and language: Deficit and Dominance theory, Difference theory, in addition to some poststructuralist accounts. In this chapter, we brought to a focus the significance of adopting discourse analysis for unveiling gender differences as one of the

poststructuralist views that address language and gender. Therefore, we embarked upon the relevance of the Transitivity framework introduced as one part of the ideational meta-function of language by Halliday in analyzing literary discourse from a gender perspective.

The third chapter was outlined to give an account of the experimental facet of our work. This methodological side underpinned a case study design combined with an experiment preceded by a pretest and followed by a posttest in order to bear out the empirical phase. Accordingly, throughout that chapter, the researcher expounded in detail the main research procedures including research methods, population, data collection tools, and analysis. The researcher also gave an account of the teaching and learning situation of teaching literature in the department of English Language at the University of Mascara. Third-year undergraduate students of the English Language were selected for the study. As for research instruments, the researcher carried out a pretest, the experimental manipulation, and posttest for the purpose of testing the effectiveness of using the Transitivity framework in analyzing texts of literature on students' analytical performance which consists of gender awareness, cultural learning, and interpretive skills. In addition, two questionnaires were prearranged for students and teachers of literature. An interview was also conducted with some teachers of literature from different Algerian Universities. These research instruments yielded quantitative and qualitative data which were analyzed and discussed later in the fourth chapter.

In the fourth chapter, the collected data were stratified and analyzed. Both the pre-test and post-test were initially analyzed by means of a statistical description and numerical testing of the research hypotheses. A comparison of the results was drawn to see whether students' analytical skills were improved from the manipulation. Analysis of the questionnaires was also followed in addition to teachers' interviews. The aim was to see whether the findings correlate with each other. These findings were later interpreted and translated into a number of suggestions and pedagogical implications elaborated in the final chapter.

At long last, attributed to the basic findings of the data being analyzed in the fourth chapter, the researcher confided the final chapter to a set of recommendations and suggestions ranging from the pedagogical account of using the Transitivity framework in teaching literary analysis to suggesting tasks for enhancing gender awareness on the other. Recommendations

further outshined parameters for text selection from a culture-based perspective. Initially, the researcher voiced the chief arguments that plead for implicit teaching of the Transitivity framework in literature classes contrary to most research papers that opt for teaching theoretical basics of the framework before practice takes place. Yet, instead of generating tables of statistics or drawing the frequency of process types, we designed classroom tasks and activities to boost comprehension, reflection, and interpretation. For the sake of connecting the learning process with the broader society which is considered as one of the aspects of critical pedagogy we further suggested a number of tasks and questions that enhance the different ways of gender awareness in the EFL classroom. Such practical tasks were elicited on the basis of some approaches in the study of gender rather than reviewing the short story or the novel. Our aim was to discuss and reflect upon the content of the literary work and build connections with everyday experiences as well as to draw differences with other societies.

As far as the results of the case study are concerned, multiple data analysis procedures showed that our research hypotheses were accurately confirmed and validated. The relevance of the Transitivity framework is supported by its didactic value in snowballing students' interest, motivation, and involvement in the learning process.

As has been avowed in the interpretation section, most of the teachers of literature who participated in this study were indisposed to the use of a stylistic approach for the simple reason that texts of literature with their artistic and influential value require analysis, evaluation, interpretation, and intertextual connection. Indeed, the interviewed teachers claimed that stylistics as a language-based approach is a far cry to reach the ambiguous and connotative meaning of a literary text in which multiple interpretations reside. The superficial aspects and procedures of stylistics will not allow students to delve into the richness of figurative language and imagery. Yet, the study of participants, process types, and circumstances as the main components of the Transitivity framework can be used for the objective of exact comprehension of characterization, the plot, and settings which lead to reflection and interpretation, an assumption being confirmed through the first hypothesis.

Practical analysis of the transitivity choices throughout a number of sessions enabled students to improve their analytical skills including comprehension, reflection upon language

use, and interpretation of the cultural context. Earnestly communicated, students who participated in the experiment focused more intensively on the given passage when they were initially stuck on the lexico-grammatical choices of the text, explained the language used by the characters that revealed the way they are represented. Such advancement was reported in the posttest scores as they were compared to the pretest scores. After being exposed to the experimental manipulation, the post-test results recorded a mean of (10,28) in comparison to the value of (6, 85) which represented the mean of the pretest scores. This was indicative of the testees' analytical enhancement by use of the Transitivity framework.

At the same time, the results recorded that the independent variable, Transitivity use, yielded a direct effect on the dependent variables; typically, gender awareness and cultural learning. The total points that students got in the post-test vis-à-vis 'reflection on gender issues' in addition to 'interpretation of the cultural context' submitted the score (47,5) compared to (19,5) in the pretest which in turn validated the second hypothesis. Accumulation of the findings in the experimental phase was also corroborated through the numerical testing of the hypotheses. The dependent t-test provided a significant rate of the difference between the means of the pretest and posttest from the same sample of students. In fact, the dependent t test was significant at $p < 0,05$, yielding the value of (6,86) that successively rejected the null hypotheses.

By the third hypothesis, the researcher postulated a more effortless and practical procedure for applying the Transitivity framework in the EFL classroom. Standing on the fact that the composition of this framework is being divided into three procedures, participants, processes, and circumstances, on the one side as well as having students move from comprehension to reflection and interpretation necessitates a gradual application. Therefore, a task-based approach to teaching literature was found appropriate to meet the students' level and needs. In fact, our research findings revealed that at most fiction classes and mostly at all levels, EFL learners are rarely equipped with thorough didactic methods and strategies while being taught challenging modules as literature. The teachers' and students' responses disclosed a lack of practical engagement in literary analysis which resulted in learners' deficient comprehension and interpretation. The teachers who participated in this study supported the claim of providing learners with content knowledge of the subject. Their answers also demonstrated the use of a

whole piece of literature as an extensive reading procedure instead of working on short excerpts of literature with guiding tasks and instructions. Resultantly, learners are hardly acquainted with basic analytical skills.

As a matter of fact, teaching literature realities is not embraced enthusiastically due to a couple of reasons that deterred teachers from embarking upon communicative methods and strategies that activate learners' minds. Learners' analytical performance is bewilderingly unimproved and even their comprehension skills are detrimental; the most intimidating classroom complexities of which lie in text selection, unfamiliarity with different genres, and a deficiency of multiple communicative tasks that facilitate comprehension and interpretation. On the other side, learners do not seize the opportunity to engage in literary experience by reading outside the classroom. Instead, they take over ready-made analyses whenever they are given literary works to analyze.

Veritably, our assumption of a *"task-based*" teaching process was for the simple motive that teachers should contemplate upon a variety of activities, exercises, and drills through which students can be wholly involved in the learning process and become extremely motivated to read and analyze literature. Still, task selection is required to have meticulous and scrutinized aspects including completeness and connectedness so as to engage learners linguistically, physically, communicatively, emotionally, and critically. Our suggested tasks for both sections: enhancing gender awareness and implementation of the transitivity framework, were designed on the basis of three connected stages composed of pre, during, and post tasks. In the pre-task procedure, our suggested activities were set for the reason to build learners' schema and to contextualize the tasks through pictures, short videos, realia questions, or situations. The aim was also to enhance group scaffolding and involve learners in the proceeding tasks. In the during-task stage, learners perform a number of activities that were ranked from comprehension including scanning and skimming tasks to identifying points of view, predicting language use, inferencing, and interpreting. As for the final stage, activities included action, role-playing, evaluation, and suggestions for further readings.

Conducting a thorough examination of our research hypotheses through multiple analytical tools consolidates the evidence that the use of the Transitivity framework as a

language-based approach on the one side and a stylistic method in dealing with literary texts on the other is an appropriate pedagogical tool for teachers of literature to overcome some of the EFL classroom complexities such as students' comprehension and interpretation. The practicality of this framework was also proved evident in affording students with effective strategies and steps that facilitate analysis of literary texts and perceive literature as less mysterious. Our endeavor throughout this research, in fact, was neither to set critics against other analytical strategies nor to seek for replacing or underestimating the different literary approaches used by teachers in teaching the literature module but, instead, we strived that this study will yield further didactic strategies that build up critical minds. Therefore, this work can be considered as an opportunity to showcase the extent to which teachers can be eclectic in teaching the literature module as they are more knowledgeable about the teaching objectives and learners' level, needs, and interests. This work is also ascribed to the idea that literary analysis does not stick to one single element but is rather an interference of multiple perspectives.

The analysis of literary texts in terms of the transitivity choices by allocating assignments to the use of particular process types and certain syntactic options attributed to male and female characters is significant to provoke a deeper understanding of gender relations and conveying worldviews and experiences. Investigating instances of the material, mental, behavioral, relational, and verbal processes and assigning character roles as doers, beneficiaries, phenomena, or attributes aid learners to decode unequal relations of power. In drafting a literary analysis, students can also refer to circumstances for interpreting the physical, historic, and atmospheric settings of the story. Students' focus on particular language use, thereof, helps them unpack the meanings in a literary text by pointing to the linguistic clues rather than being dependent on given meanings which, therefore, makes them feel the aesthetic appreciation of the text. This framework, as Mills (2012) suggests, can also be considered as a critical approach to literary text analysis and further expands to be a feminist text analysis. This is eventually what this thesis aimed to reach on the course of the study.

Ideally, the basic findings of our study are consistent with research claiming that interpreting the transitivity choices is not confined to interpreting particular meanings. As Mills (2012) argues, the transitivity choices are directly bound to the context of text production and

the intent of the writer in providing critical lenses. Our study, in fact, is taken to be an application-oriented project that experimentally matches earlier studies and papers. Our thesis is of particular significance in investigating the didactic aspects of applying the transitivity framework after consolidating its effectiveness on students' analytical skills on the one hand and the extent to which they become able to build their own intuitions and presuppositions about the ideological use of language in representing characters in terms of gender relations and viewing texts as being socially and culturally constructed. As former papers suggest, the use of particular language items is not necessarily perceived to have one single function by all readers. Burton (1982) asserts that rewriting the transitivity choices of text results in rewriting the whole content. In like manner, our study is found concomitant with such claims that students are able to produce different forms of analysis for the same text through which they differently magnify their views and interpretations within the implicit assumptions encoded by the writer. This proves evidence that the Transitivity framework has a critical perception of text analysis.

As with the majority of studies, the design of the current study is subject to limitations. Firstly, some common methodological limitations related to sample selection were encountered as the difficulty to access a larger population to experiment the use of the Transitivity framework with some absences being recorded during the experimental manipulation. This study necessitated a sufficient sample size since the larger the sample the more precise results will be in order to identify significant relationships in the data. Also to mention, the experimental sessions were hoped to be scheduled outside the established timetable so that they would not be done at the expense of students' lectures. However, a possibility of students' unwillingness to fully participate in our case study made us take sessions from their planned lectures. For that reason, text selection was placed on Joseph Conrad's "Heart of Darkness" as they were supposed to take it with their teacher. In addition, lack of previous research apropos teaching Transitivity to promote gender awareness and cultural learning was among research limitations that we encountered during the literature review process. Studies on the topic were limited to theoretical papers related to literary analysis by use of Halliday's three meta-functions in general and Transitivity in particular. That's why we opted for an interdisciplinary approach to deal with the subject at hand. Due to the Covid-19 pandemic, questioning and

interviewing teachers of literature was another methodological limitation. Therefore, for collecting sufficient data we communicated with some teachers via email and Messenger.

This thesis, despite the aforementioned limitations, adds to a growing corpus of research showing that theoretical assumptions are verified and tested through experimental procedures to inform educational practices. Further research can consider the potential effect of the other meta-functions of language on students' analytical and critical thinking skills. The application of theories related to Functional Linguistics might extend to different genres such as plays, songs, films, and poetry. The study of such genres from a linguistic and stylistic perspective could explore peripheral elements within these genres. Future research can investigate voice and musical qualities in songs, as well as visual analysis including structure, shots, and editing in films as related analytical factors in relation to transitivity. It is also worthwhile to make mention potential concerns for future research in the field of gender studies and didactics of literature.

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APPENDICES

APPENDICES

APPENDIX-A-
Students' Questionnaire

APPENDICES

STUDENTS' QUESTIONNAIRE

Dear students, I am undertaking research on the use of a language-based method in teaching literary analysis called "Transitivity". This method is intended to enhance students' analytical skills on the one hand and make them infer gender-related concerns on the other. The information you provide me with will be of paramount importance for the fulfillment of my Ph.D. thesis. You are kindly invited to candidly answer the following questions.

Section one: Students' Profile

1) **Do you like the literature module?**

Yes No Neutral

2) **How often do you read literature?**
   - I always read whole novels.
   - I sometimes read novels
   - I like to read short passages in literature
   - I hardly ever read literature
   - Other:…….

3) **What are your main objectives in learning literature?**
   - Learn the English Language
   - Acquire literary knowledge such as literary genres, movements, writers, etc.
   - Discover other societies and cultures.
   - Acquire literary analysis and critical thinking skills.
   - Other:
     ……
     ……

Section two: Literary Analysis

4) **How much are you acquainted with literary analysis?**

Good Average Weak

5) **What are the main challenges do you face in analyzing a text of literature?**

   - Comprehension (characters, events, settings, etc.)

- Reflecting on Language Choice
- Figurative Language (symbols, allegory, ..)
- Interpretation (inferring the meaning to social and cultural contexts)
- Other: ……;

6) How often do you analyze literary texts in the classroom?

- Always
- Sometimes
- Rarely
- Never

7) **In the classroom, how do you deal with literary analysis?**

- Project presentations for long-reading assignments.
- Answering questions about characters, plot, settings, and themes.
- Classroom discussions related to the lesson.
- Analyze literary devices (tones, motifs, images, etc..)
- Add personal points of views, express feelings and emotions.
- Other:……
  ……

Section Three: gender and cultural learning

8) What cultural topics do you like most in studying literature?

- Love and Marriage
- Beliefs, attitudes, activities, and relationships with other societies
- Myths and Legends
- Gender roles, stereotypes and representations
- The Self and the Other
- Racism
- Colonial and Post-Colonial issues
- Other: ……..
  ……..

9) Apropos gender-related issues in literature, you have a keen interest in:

- Gender inequality

APPENDICES

- Women's roles of motherhood and sisterhood
- Gender employment and education
- Males' supremacy
- Women empowerment
- Questioning gender bias
- Feminists' writings
- Males' writing
- Other: ……
  ……..

APPENDIX-B-
Teachers' Questionnaire

Teachers' Questionnaire

Dear Teacher,

This questionnaire serves as a data collection tool for a doctorate in "Didactics of Literature and Women's Studies". Our research investigates the effectiveness of a linguistic-based analysis to literary texts on students' reflection on cultural issues from a gender perspective. It also seeks to take teachers' insights and experiences about the teaching of literature in the foreign language classroom. Therefore, your contribution is of great importance. Please give your answers sincerely as only this will guarantee the success of the investigation. It should be also noted that this questionnaire is a data collection method that assures anonymity and confidentiality. Thank you very much for your cooperation and help.

Section One: Teachers' Qualification and Experience

1.What is your qualification?

- ☐ Licence
- ☐ Magister
- ☐ MA post-graduate
- ☐ PhD
- ☐ Professor

2. How long have you been teaching the Literature module? .....years.

3. The skill you are specialized in is.....

- ☐ American Literature
- ☐ British Literature
- ☐ African Literature

4. You teach the Literature module in

- ☐ under-graduate classes
- ☐ Master classes
- ☐ both

5. In teaching Literature, you focus on

- ☐ language
- ☐ culture
- ☐ language and culture

Other……
……

Section Two: Objectives of Teaching Literature in the EFL classroom

6. what are the main current objectives that mostly meet the teaching of Literature in the EFL classroom?

- ☐ Reaching a good acquaintance with literary style
- ☐ Mastering literary analysis and criticism
- ☐ Acquainting learners with general knowledge including: literary genre, figures of speech, literary movements and history.
- ☐ Developing aesthetic and creative skills

Other……
……
……

7. what are the procedures that you use with your students to reach the assigned objectives?

- ☐ Presenting general lectures using handouts
- ☐ Address extracts of literary texts for analysis
- ☐ Assigning full texts for reading and discussion
- ☐ Ask learners to make classroom presentation projects

Other……
……

Section three: Literary Reading and Analysis

8. Do you address Literary Texts in your Classroom?

- ☐ Frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

9. If you do so, do you assign precise activities with short selected texts?

- ☐ Frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

10. If yes, what kind of activities do you usually opt for.

- ☐ Comprehension questions
- ☐ Summarizing the text
- ☐ Analyze characters and their actions
- ☐ Analyze figurative language
- ☐ Extract themes

Other …….

……

Section Four: Pedagogical Procedures for Teaching Culture through Literature

11. Do you emphasize on the cultural issues in teaching Literature?

- ☐ Frequently
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

12. If you do so, how do you acquaint your students with cultural enrichment?

- ☐ Frequently extracting themes from literary texts through analysis
- ☐ Occasionally discuss culture related-issues with students
- ☐ Addressing texts from different cultural backgrounds
- ☐ Asking learners to make a comparative study as a personal research

Other……
……

13. Which of the following components that mostly provide cultural knowledge in literature?

- ☐ Gender roles and differences

- ☐ Race
- ☐ Class

Other……
…….

Section Five: Assumptions about the Gender Component in Teaching Culture

14. Do you think that gender roles, differences, representations and stereotypes are essential elements in any literary text?

- ☐ Yes
- ☐ No

15. If yes, how do you tackle these gender related-issues?

- ☐ Through a study of characterization
- ☐ reflecting on language choice and its contribution to males and females' representations
- ☐ Only making inferences when it is appropriate

Other ……

……

APPENDIX-C-
Teachers' Interview

APPENDICES

Teachers' Interview

I am presently conducting a research on the use of a Linguistic-based analysis to literary texts for the purpose to unveil gender differences and its implication for teaching culture in a foreign language classroom. I would be very grateful if you could provide your insights and experiences in teaching literature.

1- Could you present yourself according to your qualification and teaching experience?

2- Promoting cultural learning in the EFL classroom is considered as to be an end to be reached through literature teaching; however, it remains one of the big challenges facing both teachers and learners. What strategies do you suggest to face such challenges?

3- In the swathes of the digital age, students manifest a shrinking tendency for reading literary texts, even short reading assignments. Therefore, their ability and skills to read a text critically, deduce themes, make intertextual inferences, draw interpretations and conclusions is still unimproved in many foreign language classes. In our work, we test a linguistic-based framework which analyses the language used by characters, as well as the language used to represent their actions, qualities assigned to them and circumstances in which events take place. Did you make students experience a stylistic approach to literature analysis? If no, then what approach do you opt for?

4- what practical procedures, if any, do you assign to implement a particular approach?

5- Loads of literary works especially novels and plays based their narration on gender roles, differences, stereotypes and representations. Examples may include writers as, Shakespeare, Jane Austen, George Eliot, and others. Do you think that dealing with any literary texts from a gender perspective through a deep analysis of characterization helps students infer the social and cultural aspects of a particular society? Would you illustrate with examples?

6- According what has been just said, do you encourage your students to work on a deep analysis of characterization? What kinds of tasks do you assign for them to facilitate the process of text analysis from a gender perspective?

7- Before we close the interview, you are kindly requested to give further insights and experiences about teaching culture by enhancing awareness of gender-related issues.

Thank you for your cooperation

APPENDIX-D-
Pretest Questions

APPENDICES

Read the following extract and write an analytical essay using the given questions:

"Black shapes crouched, lay, sat between the trees, leaning against the trunks, clinging to the earth, half coming out, half effaced within the dim light, in all the attitudes of pain, abandonment, and despair. Another mine on the cliff went off, followed by a slight shudder of the soil under my feet. The work was going on. The work! And this was the place where some of the helpers had withdrawn to die. "They were dying slowly--it was very clear. They were not enemies, they were not criminals, they were nothing earthly now, -- nothing but black shadows of disease and starvation, lying confusedly in the greenish gloom. Brought from all the recesses of the coast in all the legality of time contracts, lost in uncongenial surroundings, fed on unfamiliar food, they sickened, became inefficient, and were then allowed to crawl away and rest. These moribund shapes were free as air--and nearly as thin. I began to distinguish the gleam of eyes under the trees. Then, glancing down, I saw a face near my hand. The black bones reclined at full length with one shoulder against the tree, and slowly the eyelids rose and the sunken eyes looked up at me, enormous and vacant, a kind of blind, white flicker in the depths of the orbs, which died out slowly. The man seemed young--almost a boy-- but you know with them it's hard to tell. I found nothing else to do but to offer him one of my good Swede's ship's biscuits I had in my pocket. The fingers closed slowly on it and held--there was no other movement and no other glance. He had tied a bit of white worsted round his neck--Why? Where did he get it? Was it a badge--an ornament--a charm--a propitiatory act? Was there any idea at all connected with it? It looked startling round his black neck, this bit of white thread from beyond the seas.

"Near the same tree two more bundles of acute angles sat with their legs drawn up. One, with his chin propped on his knees, stared at nothing, in an intolerable and appalling manner: his brother phantom rested its forehead, as if overcome with a great weariness; and all about others were scattered in every pose of contorted collapse, as in some picture of a massacre or a pestilence. While I stood horror-struck, one of these creatures rose to his hands and knees, and went off on all-fours towards the river to drink. He lapped out of his hand, then sat up in the sunlight, crossing his shins in front of him, and after a time let his woolly head fall on his breastbone. (Heart of Darkness 2002, p. 118)

1) What aspects of characterization are revealed in the text?
2) How does language choice communicate and persuade ideas and emotional appeals?
3) What cultural aspects are embedded in the passage?

APPENDIX-E-
Post-Test

APPENDICES

Read the following passage and write an analytical essay using the questions below.

And from right to left along the lighted shore moved a wild and gorgeous apparition of a woman.
"She walked with measured steps, draped in striped and fringed cloths, treading the earth proudly, with a slight jingle and flash of barbarous ornaments. She
carried her head high; her hair was done in the shape of a helmet; she had brass leggings to the knee, brass wire gauntlets to the elbow, a crimson spot on her tawny cheek, innumerable necklaces of glass beads on her neck; bizarre things, charms, gifts of witch-men, that hung about her, glittered and trembled at every step. She must have had the value of several elephant tusks upon her.
She was savage and superb, wild-eyed and magnificent; there was something
ominous and stately in her deliberate progress. And in the hush that had fallen
suddenly upon the whole sorrowful land, the immense wilderness, the colossal
body of the fecund and mysterious life seemed to look at her, pensive, as though it had been looking at the image of its own tenebrous and passionate soul.
"She came abreast of the steamer, stood still, and faced us.

Her long shadow fell to the water's edge. Her face had a tragic and fierce aspect of wild sorrow and of dumb pain mingled with the fear of some struggling, half-shaped resolve. She stood looking at us without a stir and like the wilderness itself, with an air of brooding over an inscrutable purpose. A whole minute passed, and then she made a step forward. There was a low jingle, a glint of yellow metal, a sway of fringed draperies, and she stopped as if her heart had failed her.
The young fellow by my side growled. The pilgrims murmured at my back. She looked at us all as if her life had depended upon the unswerving steadiness of her glance. Suddenly she opened her bared arms and threw them up rigid above her head, as though in an uncontrollable desire to touch the sky, and at the same time the swift shadows darted out on the earth, swept around on the river, gathering the steamer into a shadowy embrace. A formidable silence hung over the scene. "She turned away slowly, walked on, following the bank, and passed into the bushes to the left. Once only her eyes gleamed back at us in the dusk of the thickets before she disappeared. (Conrad, J., 2002, pp 167-168).

1) Consider the African woman in the passage. How does the narrator describe her black colour? How is she represented in the passage?
2) How is the African woman similar or different from the narrator?
3) How does language choice symbolize the African woman such as, savage, superb, wild-eyed, magnificent, ornaments, tusks, walked with measured steps, treading the earth proudly, etc.? what feminine aspects are qualified to her? Is her representation stereotypical?
4) Discuss the representation of women? what cultural and ideological facets are displayed in the passage?

APPENDIX-F-
Table of t values

GLOSSARY

GLOSSARY

- **Ability :** The capacity to perform an act, either innate or as the result of learning and practice
- **Achievement**: A measurement of what a person knows or can do after a learning episode or training.
- **Aims vs. objective**: aims are rather imprecise, general statements reflecting the underlying ideology of the curriculum. Objectives are more precise than aims. They break down aims into smaller units learning, and typically describe learning in terms of observational behaviour or performance.
- **Background knowledge:** information which is needed for a learner to understand new information. Background knowledge comes into play when learners connect what they already know to new learning, use their personal knowledge and experiences to access new ideas and situations, and bring past learning experiences to mind to help guide them with new challenges.
- **Cognitive**: The term derives from the Latin 'cogito'. 'I think'; mental processes of perception, memory, judgment and reasoning. Cognitive also refers to attempts to identify a perspective or theory in contrast to emphasizing observable behaviour.
- **Competency**: Areas of personal capability that enable people to perform successfully in their jobs by completing task effectively. A competency can be knowledge, attitudes, skills, values or personal values. Competency can be required through talent, experience or training. Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in employment/learning
- **Constraint**: Any element or factor that prevents a person from reaching a higher level of performance with respect to his goals
- **Culture** : is a way of life. It might be defined as the ideas, customs, skills, arts and tools which characterize a given group of people in a given period. It is a repertoire of socially transmitted and intra-generationally generated ideas about how to live, to think and to behave. Cultural models are thus inherited from the preceding generation through socialization and they are learned intra-generationally and through imitation, teaching and from the media.

GLOSSARY

- **Dalit** : means reduced , oppressed
- **Dalit Literature**: Literature against Untouchability
- **Discourse**: a literary work is rooted in a cultural and rhetorical context in which meaning is a collaborative construction involving author, text, culture and reader.
- **Essentialism** : It is the belief in the authentic essence of things . Essentialist critique is the interrogation of the essentialist terms .

  In the post-colonial context , it is the reduction of the indigenous people to the idea of what it means to be African , Arabic …

  To Salman Rushdie , it is required that sources , forms , style , language and symbols belong to an unbroken tradition .

  Nationalist and liberationist movements reduce the colonizers to an essence which invert or ignore the values of the ascribed features .

- **Ethnicity:** is the sense of peoplehood derived from distinct commonalities.

- **Evaluation:** The process of gathering information in order to make good decisions it is broader than testing, and includes both subjective (opinion) input and objective (fact) input. Evaluation can take many forms including memorization, test portfolio assessment and self-reflection. There are at least six major reasons for evaluation training, each requiring a different type of evaluation ;(1) improve the instruction (formative evaluation),(2) promote individual growth and self-evaluation (evaluation by both trainer and learner), (3) assess the degree of demonstrated achievement (summative evaluation), (4)diagnose future learning needs (of both trainer and learner),(5) enhance one's sense of merit or worth (learner),(6) identify or clarify desired behaviour (trainer).

- **Feminism :**is a term commonly and quite indiscriminately used. Some of the currently used definitions are: a doctrine advocating social and political rights for women equal to those of men, an organized movement for the attainment of these rights, the assertion of the claims of women as a group and the body of theory women have created, belief in the necessity of large-scale social change in order to increase the power of women

GLOSSARY

- **Feminist writing :** to assert a feminine language particularly challenges men literary canon (criteria). Ecriture feminine is the focus in the so-called French school of feminist criticism on the existence of a distinctive *woman's language* .

- **Gender :**is the cultural definition of behaviour defined as appropriate to the sexes in a given society at a given time. Gender is a set of cultural roles . Unfortunately, the term is used both in academic discourse and in the media as interchangeable with *sex*. In fact, its widespread public use probably is due to it sounding a bit more *refined* than the plain word *sex*... Such usage is unfortunate, because it hides, mystifies the difference between the biological given-sex and the culturally created-gender. Feminists above all others should want to point up that difference and should therefore be careful to use appropriate words. Gender is expressed in terms of masculinity and femininity. It is largelly culturally determined and effects how people perceive themselves and how they expect others to behave.

- **Gender Identity :** The gender to which one feels one belongs, a continuous and persistent sense of ourselves as male or female.

- **Gender role or sex role :** the behaviours, attitudes, values, beliefs ... that a particular cultural group considers appropriate for males and females on the basis of their biological sex.

- **Hegemony** : A term used mostly by Marxist critics to delineate the web of dominant ideologies within a society. It was coined by the Italian theorist Antonio Gramsci; this refers to the pervasive system of assumptions, meanings and values that shapes the way things look, what they mean, and therefore what reality is for the majority of people within a given culture.

- Ideology: dominant values, beliefs, ways of thinking through which culture understands reality. Similar to the phrase cultural mythology , it usually represents in tacit fashion the prevailing views of a particular class. Examples of ideology relevant

to American culture: gender roles, value of capitalism, constitutional rights protecting individual liberties... But for Marxist, it includes the shared beliefs and values held in an unquestioning manner by a culture. It governs what that culture deems to be normative and valuable .It is determined by economics . Ideology exerts a powerful influence upon a culture. Those who are marginalized in the culture are most aware of the ways in which an ideology supports the dominant class in the society. Those who enjoy the fruit of belonging to a dominant group of the society are filled with what Marx called false consciousness and are not interested in the ways in which an economic structure marginalizes others.

- **Intercultural understanding**: going beyond your own culture , understanding others' perspectives and points of view , assisting each other worldwide .A profound change in thoughts , perceptions and values can lead to changing how one views culture and one's place in it.

- **Instruction:** the delivery of information to enable learning. The process by which knowledge and skills are transferred to students. Instruction applies to both training and education.
- **Knowledge**: 1. The sum of what is known; a body of truths, principles, and information. 2. Specific information required for the student to develop the skills and attitudes for effective accomplishment of the jobs, duties, and tasks.
- **Literary Canon**: the group of texts deemed to be major texts of literary tradition.
- **Metaphor**: a figure of speech in which one thing is described in terms of another
- **Other** : The other is anyone who is separate from one's self. The existence of others is crucial in defining what is normal and in locating one's own place in the world .

  The colonized subject is characterized as other through discourses as primitivism as a means of establishing the binary separation of the colonizer and colonized and asserting the naturalness and primacy of the colonizing culture and world view.

GLOSSARY

- **Patriarchal :** An assumption of feminist criticism that culture is rather ruled with its institutions and traditions so structured to promote masculine values and to maintain the male in a privileged position

- **Patriarchy :** In its narrow meaning, patriarchy refers to the system, historically derived from Greek and Roman law, in which the male head of the household had absolute legal and economic power over his dependent female and male family members....Patriarchy in its wider definition means the manifestations and institutionalization of male dominance over women and children in the family and the extension of male dominance over women in society in general. It implies that men hold power in all the important institutions of society and that women are deprived of rights, influence, and resources. Women's struggles are located in a context where the patriarchal control of major social and political institutions makes for special forms of discrimination against women.

- **Performance**: it is the accomplishment of a task in accordance with a set standard of completeness and accuracy.

- **Practice:** Repeated any systematic performance to gain proficiency using the psychomotor, cognitive, and affective skills, acquired in the training phase. Initial practice occurs while the student is acquiring skills; proficiency practice occurs at intervals after training so that the skills may be refreshed. Practice enables the student to perform the job proficiently.

- **Protagonist** : is the central figure of a story (e.g. anecdote, novel), and is often story's main character. Often the story is told from the protagonist's point of view. The protagonist's attitudes and actions are made clear to the larger extent than for any other character.
- **Skill:** it is the ability acquired by training or practice to perform well
- **Stereotype:** a standardized mental picture given in common by members of a group and that represents an opinion, prejudiced attitude or judgment.

GLOSSARY

- **Representation** : has a semiotic meaning in that something is *standing* for something else.

  Representations are constructed images that need to be interrogated for their ideological content. There is always an element of interpretation involved in representation . There are negative images that can have devastating effects on the real lives of marginalized people.

- **Sex :** Women are sex .Women are a separate group due to their biological distinctiveness. The merit of using the term is that it clearly defines women, not as a subgroup or a minority group, but as half of the whole. Men are the only other sex. Obviously, we are here not refering to sexual activity, but to a biological given.

- **Sex-gender system:** is a very useful term...It refers to the institutionalized system which allots resources, property and privileges to persons accordant to culturally defined gender roles. Thus, it is sex which determines that women should be child bearers, it is the sex-gender system which assures that they should be child-rearers.

- **Sexism:** defines the ideology of male supremacy, of male superiority and of beliefs that support and sustain it. Sexism and patriarchy mutually reinforce one another.

- **Sexuality** : is a transnational issue .It is regarded as an innate human drive but its expression differs according to cultures . Sexual behaviours have different meanings and outgrowths in different societies .

- **Transgression** : An act that goes against a law, rule, or code of conduct; an offence. an act that goes beyond the limits of what is morally or legally acceptable.