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Department of English Language and Literature



Implementing Language-Based Approach to Enhance the Literary Competence of English as Foreign Language Students

The Case of Second-Year Literature Class at the Department of English at
El Oued University

**Thesis submitted for the fulfilment of the requirements of the Degree of a
Doctorate LMD in Didactics of Literary Texts.**

Supervisor:

Dr. Farida SADOUNE

Candidate

Samir KIRED

Board of Examiners:

Pr. Sabrina BAGHZOU	Professor	President	Abbess Leghrouir University- Khenchela
Dr. Farida SADOUNE	MCA	Supervisor	Kasdi Merbah University- Ouargla
Dr. Hichem SOUHALI	MCA	Examiner	Mostapha Benboulaid University- Batna 2
Dr. Mahbouba MESSERHI	MCA	Examiner	Mostapha Benboulaid University- Batna 2
Dr. Salim OUNIS	MCA	Examiner	Abbess Leghrouir University- Khenchela

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Dedication

In the Name of Allah, the Most Gracious, the Most Merciful,

To the whispers of the past and the echoes of the future, this work is a tribute to the timeless dance of knowledge and discovery.

To my family, who nurtured my dreams with the threads of their unwavering belief and the fabric of their endless love. Like the stars that guide a sailor, your light has been my constant in the darkest of nights.

To my mentors, the architects of thought and reason, who laid the bricks upon which I tread. You have not only taught me to reach for the skies but have lifted me upon your shoulders to touch them.

To my friends, the companions of my soul on this odyssey of enlightenment. You have been the melody in my laughter and the solace in my solitude, reminding me that every step is a note in the symphony of life.

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Declaration

I, Samir Kired, hereby declare that this doctoral thesis, entitled "Implementing Language-Based Approach to Enhance the Literary Competence of English as Foreign Language Students: The Case of Second-Year Literature Class at the Department of English at El Oued University," is the result of my original research.

I affirm that this work has not been submitted for any other degree or award in any other university or educational institution. This thesis has been completed under the supervision of Dr. Farida Sadoune and is submitted to the University of Abbes Laghrour- Khenchela.

I acknowledge that I have adhered to the ethical standards and integrity expected of scholars in conducting this research. Any sources, ideas, or words from the works of others have been duly cited and credited according to scholarly standards. This thesis is a product of my own work, except where explicitly stated in the text.

The research presented herein, including any data collection and analysis, is my work or has been conducted with the explicit collaboration and acknowledgement of the contributing parties. No portion of this work has been plagiarised, and all sources have been appropriately referenced and acknowledged.

This declaration is made in the understanding that any breach of academic integrity will subject me to the appropriate disciplinary actions as deemed necessary by the University of Abbes Laghrour- Khenchela. I assert the truth of these statements, standing ready to bear the consequences should they be found to be untrue.

Date: April 2024.

Signature: Samir KIRED



Abstract

This study investigates the efficacy of a Language-Based Approach (LBA) in enhancing literary competence among undergraduate English as a Foreign Language (EFL) students, focusing on second-year students at the English department of El Oued University as a study case. Employing an explanatory sequential mixed methods design, the research contrasts the LBA with traditional literature teaching methods within a quasi-experimental framework over a 12-week period. The experimental group, subjected to the LBA, engaged with a curriculum to strengthen literary competence across five key pillars: comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application. In contrast, the control group continued with conventional literature instruction. Data were collected through pre- and post-intervention tests, teacher interviews, and student questionnaires to measure changes in literary analysis skills, understanding of literary genres and themes, and application of literary terms and concepts. Quantitative findings from the pre-and post-tests indicate significant improvements in the experimental group's literary competence, particularly in the analytical application, aesthetic insight, and textual acumen. Qualitative data from teacher interviews and student pre-treatment questionnaires reveal positive perceptions of the LBA's impact on engagement and understanding of literature, suggesting an enhanced appreciation for literary studies among students. This study contributes valuable insights into the potential of the LBA to enrich EFL literary education and advocates for its broader application within similar educational contexts.

Keywords: EFL, Didactics of Literary Texts, Language-Based Approach, Literary Competence, Literature, TEFL.

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List of Abbreviation

BA: Bachelor of Arts

CG: Control Group

DV: Dependent Variable

IV: Independent Variable

EFL: English as a Foreign Language

EG: Experimental Group

ESL: English as a Second Language

ESMM: Explanatory Sequential Mixed Methods

F: Frequency

FL: Figurative Language

FL: Foreign Language

LB: Language-Based

LBA: Language-Based Approach

LC: Literary Competence

LD: Literary Devices

LMD: Licence, Master, Doctorate

LT: Literary Texts

T: Teacher

TEFL: Teaching English as a Foreign Language

RQ1: Research Question 1

RQ2: Research Question 2

RQ3: Research Question 3

RQ4: Research Question 4

Sig.: Significance

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Chapter I

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1.1. Background of the Research

In recent decades, the landscape of foreign language education has undergone a significant paradigm shift, moving towards incorporating authentic materials in teaching, including literary works, as a cornerstone for enhancing linguistic and cultural competencies. This transition is rooted in a growing recognition of literature's significant role in developing students' intercultural interaction and multilingual navigation skills. The Council of Europe (2020) and the European Commission (2018) have underscored the importance of integrating authentic literary materials into language curricula, suggesting that such texts effectively foster a deeper understanding of diverse cultures and perspectives and foreign language acquisition. As a result, the role of literary texts in EFL classrooms has gained increased attention from researchers and educators alike.

Further emphasising the significance of literature in language education, Bloemert et al. (2019); Yang's (2002) and Calafato (2018) highlight how exposure to literature facilitates a comprehensive linguistic immersion in learning a foreign language. Their researches state substantial benefits in enhancing students' vocabulary, grammar knowledge, and pragmatic competence. Its rich tapestry of themes, unique styles, and cultural contexts offers an unparalleled resource for engaging students in meaningful linguistic encounters. Hence, they encounter various linguistic structures and vocabulary in context, facilitating a more naturalistic acquisition of language forms and functions. This immersion is not merely about language proficiency but also encompasses the development of critical thinking, creativity, and an appreciation for the nuanced complexities of language use. By exploring the rich and varied language found in literature, EFL learners are exposed to authentic written pieces to develop a deeper understanding of the target language and culture.

Moreover, literature contributes to language learning beyond cultural and linguistic involvement. Hall (2015) also argues that the interpretative nature of literary analysis fosters advanced cognitive skills, including inferencing, perspective-taking, and the critical evaluation of texts and ideas. Consequently, integrating literature into EFL classrooms merely enhances the language learning experience and a fundamental shift toward a more holistic, reflective, and profoundly engaging approach to language education. This method acknowledges that mastery of a foreign language encompasses far more than linguistic proficiency; it involves navigating and appreciating the rich tapestry of human experiences and cultural expressions that language mediates.

In this vein, researchers have explored various aspects of teaching literature in EFL contexts, including selecting appropriate texts, developing effective teaching methods and strategies, and enhancing and assessing learners' literary competence (Bloemert et al., 2019; Calafato & Paran,

2019). These studies have contributed to a growing body of knowledge that informs the practice of teaching literature in EFL classrooms and highlights the potential benefits for learners.

At the core of literature teaching in EFL classrooms lies the ultimate objective of developing learners' literary competence. Literary competence is defined as a multifaceted skill set that encompasses far more than the mere ability to read, understand, analyse, and interpret literary texts effectively (Culler, 1975; Alfonso & Mínguez, 2022). Such competencies signify a profound synthesis of language proficiency, cultural awareness, and critical thinking skills cultivated through immersive and interpretive engagement with literature's rhetorical, aesthetic, and stylistic elements.

Developing literary competence in foreign language teaching necessitates carefully considering instructional methods in literature courses. Traditional approaches often emphasise reading comprehension, relegating literary language's interpretive and reflective aspects to a secondary status (Carter & Long, 1991; Hall, 2015). However, recent pedagogical shifts advocate for a more integrated approach, where language learning and literary analysis are seen as complementary processes. Such methods leverage literature's rich linguistic and cultural content to engage students in more profound, meaningful learning experiences, promoting a holistic development of literary competence.

This integrated approach acknowledges that literary competence is not merely an academic objective but a vital component of language learners' intercultural competence. It equips learners with the skills to navigate and interpret the complexities of different cultures, identities, and perspectives expressed through literature. As learners delve into varied literary genres and styles, they encounter authentic language use in diverse cultural contexts, enhancing their ability to use the target language in real-life situations. Therefore, the instructional methods adopted in teaching literature help students develop the analytical and interpretive skills necessary for literary competence while also supporting them in bridging language learning with the development of communicative abilities, aligning closely with contemporary educational goals that value critical thinking and cultural awareness.

Recognising that literary competence is a gradual and layered process acquired and developed over time, reflecting the complexity and depth of skills involved in mastering literary analysis and appreciation is essential. This evolutionary nature of literary competence necessitates instructional approaches sensitive to the varying levels of learners' literary and linguistic proficiency. Just as language learning proceeds through stages from essential vocabulary acquisition to the mastery of complex grammatical structures, so does the cultivation of literary competence evolve from initial engagement with simple texts to the nuanced interpretation of complex literary works. For example, beginner learners in literature classes might focus on understanding basic narrative

structures and identifying standard literary devices (Paran, 2008), laying the groundwork for more sophisticated analytical skills to build foundational literary skills and knowledge. In contrast, advanced learners in literature may require a more complicated approach that challenges them to engage with texts on a deeper level. This can involve exploring complex themes, analysing stylistic devices, and making connections across different literary genres, cultural aspects, and comparative texts (Bloemert et al., 2019). Advanced learners can benefit from instructional approaches that promote independent analysis, critical thinking, and the application of literary theories and concepts. Consequently, it is necessary to adopt suitable instructional approaches in accordance with the learners' literary competence levels, ensuring that students receive the appropriate support and challenge required for their growth and development. By tailoring the teaching methods and text selections to the needs and abilities of the learners, teachers can create a learning environment that fosters engagement, motivation, and the gradual development of literary competence.

The necessity of aligning instructional approaches with the literary level of learners is rooted in the principle of scaffolding, which provides support that matches learners' current abilities while stretching their skills beyond their immediate reach. Such pedagogical strategy ensures learners can handle materials that are too advanced for their current level and under-challenged by texts that do not stimulate further development. It also acknowledges the diverse backgrounds and experiences that learners bring to the literature classroom, requiring a flexible and responsive approach to instruction. Advanced learners may engage in critical discourse analysis or explore the philosophical underpinnings of literary works. These activities require a foundation of knowledge and analytical skills built over time.

Moreover, the scholarly exploration into assessing literary competence in a foreign language context, mainly through the lens of both textual and multimodal works, needs to be more extensive. Fundamental studies by researchers such as van der Pol (2012), Qutub (2018), Ho (2000), Prasasti (2020), and Sauro & Sundmark (2016) stand out as pioneering efforts in this realm. These studies underscore the complexity of measuring literary competence, highlighting how individuals interact with and interpret literature. They point to the necessity of developing nuanced assessment methods that can capture the multifaceted nature of literary understanding, including the ability to navigate and analyse texts that combine various modes of communication, such as visual, auditory, and textual elements. This emerging area of research signals a growing recognition of the evolving nature of literature alongside the pedagogical challenges and opportunities this evolution presents for EFL learners and educators alike.

Transitioning to the Algerian EFL context, the objectives of teaching literature align closely with the broader educational goals identified by Ellison (2010), as cited in Khatib and Shakouri (2012), underscoring the universal relevance and adaptability of these aims within diverse

educational contexts. Incorporating literature in the Algerian setting is not merely a linguistic endeavour but a comprehensive educational strategy to foster a well-rounded learner. The attitudinal objective remains a cornerstone, where literature is seen as a tool for developing positive attitudes towards the English language, other cultures, and the self. This aspect is particularly salient in the Algerian context, where fostering openness and appreciation for diversity is essential in nurturing global citizens who are empathetic and understanding towards others. Literature, with its ability to convey the intricacies of human experiences across different cultures, is an ideal medium for this attitudinal shaping.

From a linguistic perspective, the Algerian EFL classroom benefits immensely from the natural exposure to English provided through literature. Literature's rich, context-bound linguistic input, encompassing lexis, grammar, discourse, and pronunciation, facilitates a deep and nuanced language acquisition process. Students can enhance their language proficiency by engaging effectively with various narrative forms and their inherent linguistic patterns. Besides, teaching literature's cultural and intercultural dimensions are particularly pertinent in the Algerian context. Literature allows students to gain insights into the lifestyles, traditions, and perspectives of people from different cultures, fostering a profound intercultural awareness and understanding. This exposure is invaluable in preparing Algerian learners to navigate the increasingly interconnected global landscape with sensitivity and insight. Moreover, the cognitive and creative objectives resonate deeply within the Algerian educational milieu. Literature stimulates critical thinking, creativity, and the development of academic skills that transcend the language classroom. Engaging with literary texts challenges students to think abstractly, analyse complex ideas, and articulate their thoughts innovatively. This cognitive engagement is complemented by the personal development that literature teaching fosters, aiding in cultivating individuals who are proficient in English and possess a broad array of life skills and intellectual capacities.

Nevertheless, Algerian students face various barriers that significantly hinder their involvement with and comprehension of literary texts, thus impeding the growth of their literary proficiency. The main difficulties arise from the significant differences in language and culture between the students' backgrounds and the subject matter of English literature. The challenges of understanding and connecting with literature are not limited to non-native English speakers; in fact, even native speakers frequently encounter difficulties when reading literary works. The challenges can be ascribed to the intricate formations and the abundant artistic characteristics of literary language. As Richards (1994) insightfully points out, interpreting literary texts is frequently complicated by students' pre-existing notions and their socio-cultural contexts. In the Algerian setting, these hurdles are accentuated by the need for learners to overcome the linguistic nuances of English and bridge significant cultural divides. These factors necessitate adopting

specialised teaching strategies designed to mitigate these challenges. Such strategies must be adept at navigating literature's linguistic and cultural intricacies, aiming to create a more welcoming and practical learning environment for EFL students in Algeria. This approach ensures that literary education enhances language proficiency and fosters a deep, nuanced appreciation of literature across cultural boundaries.

Several factors contribute to the literary challenges faced by Algerian EFL students. Firstly, as mentioned earlier, literature itself embodies inherent complexities. The language of literature frequently includes unfamiliar vocabulary, metaphors, allusions, and other rhetorical devices that require a high level of language proficiency for complete comprehension. In addition, understanding literary texts often necessitates cultural knowledge to fully appreciate the meanings, references, and subtexts embedded within them, as McKay (1982) emphasises. Moreover, the interpretation of literature invites subjective reactions and allows for multiple potential meanings, which diverges from the traditional educational focus on definitive right or wrong answers. Secondly, the Algerian approach to literature instruction has historically prioritised transmitting literary knowledge over equipping students with the analytical skills and strategies needed to engage with texts autonomously. Lessons tend to focus more on literary conventions, historical contexts, and biographical details of authors rather than on nurturing students' critical thinking and interpretative skills. This emphasis on content rather than process does not adequately support the development of literary competence, highlighting a need for a pedagogical shift towards more interactive and student-centred teaching methods.

Thirdly, the exam-centric educational framework prevalent in Algeria places a pronounced emphasis on rote memorisation at the expense of cultivating analytical skills, posing a significant barrier to developing literary competence. This system incentivises students to focus primarily on passing exams, relegating the acquisition of skills necessary for the independent interpretation of literature to a secondary priority. As a result, students often rely heavily on their teachers for literary analyses rather than developing their interpretive abilities. Such an orientation towards examination preparation detrimentally impacts students' cognitive, affective, and psychomotor competencies, severely restricting their critical, creative, and analytical thinking capacity. Yasmin et al. (2023) elucidate that this approach impairs students' intellectual faculties and diminishes their emotional intelligence and motivation for learning. Additionally, they must improve their ability to demonstrate and apply knowledge in practical contexts. The implications of this system are far-reaching, stifling the holistic development of students and undermining their engagement with and appreciation of literature as a dynamic and interactive field of study. A deep-seated reform in the educational approach—shifting the focus from merely passing exams to fostering a deeper, more nuanced engagement with literary texts—is essential. Such a shift would encourage students to

explore and interpret literature independently, enriching their academic journey and personal growth.

Fourth, teaching literature in Algeria often falls to non-specialist EFL teachers who may need a more profound background in literary studies. This situation results from the prevalent practice of assigning literature instruction to general English language educators who need more training in literature. The consequence is a notable limitation in these teachers' capabilities to impart interpretive skills and to foster a profound appreciation for literary texts among students. The critical role of teachers with specialised literary training in the Algerian EFL context is thus significantly magnified. Bazimaziki (2020) strongly advocates for the necessity of teachers who are not only versed in the English language but also deeply knowledgeable about literary theory and analysis. Such instructors are pivotal in effectively navigating the complexities of teaching non-native speakers' literary texts. They bring an essential combination of pedagogical expertise and cultural sensitivity to the classroom, which helps them bridge the considerable gap between the student's experiences and the myriad cultures and perspectives presented through English literature.

Teachers with a solid foundation in literature are uniquely positioned to guide students through the intricacies of literary analysis, interpretation, and appreciation, thereby ensuring a more engaging and enriching interaction with the texts. Furthermore, these specialists are adept at developing and implementing instructional strategies to meet their students' unique linguistic and cultural challenges. This tailored approach bolsters students' literary competence and significantly enhances their critical thinking abilities. Literature-trained educators in the Algerian EFL classroom are indispensable for nurturing a deeper, more meaningful connection between students and the vast, diverse canon of English literature, enriching their educational experience and personal development.

Fifth, in the Algerian educational milieu, there exists a notable disjunction between literature and language learning. Literary texts are often treated as separate from language instruction rather than being harnessed as tools to bolster linguistic development. This separation significantly undermines the potential of literature to contribute to EFL students' linguistic advancement. Ganapathy et al. (2022) underscore this issue, pointing out that the failure to weave literary texts meaningfully into the fabric of language instruction squanders precious opportunities to enrich students' language skills through the nuanced and complex medium of literature. Such a lack of integration prevents students from employing linguistic tools effectively to unlock the layers of meaning embedded within literary works, thereby stalling their language progress. More critically, it deprives them of the profoundly enriching experience that literature can provide regarding language proficiency and cultivating a deeper cultural understanding. By bridging this gap and

ensuring that literature is an integral component of language learning, educators can unlock a powerful synergistic effect whereby literature enriches language skills while opening up new vistas of cultural insight and understanding.

Finally, Algerian university students' difficulties engaging with literature are magnified by their limited exposure to literary texts during their earlier educational years. Literature must be conspicuously present in the primary and secondary EFL curricula, resulting in students arriving at university with scant experience in literary analysis and appreciation. Kheladi (2017) draws attention to this critical shortfall, noting that students need more engagement and motivation to explore and enjoy literature independently, further complicating the situation. With a solid foundation in literature or a habit of active literary engagement, students can handle challenges in weaving literature into their language learning endeavours. This lack of early literary exposure and personal initiative towards engaging with texts severely impedes students' ability to fully realise the benefits of integrating literature with language learning, ultimately affecting their linguistic and literary competence development. Addressing this gap by fostering early and consistent exposure to literature and nurturing a culture of reading is essential for enhancing students' readiness and capacity to engage deeply with literary texts, enriching their educational journey.

The intricate array of challenges delineated above underscores a pressing need for innovative approaches to literature instruction for the EFL undergraduate level in Algeria. Adopting a language-based approach (LBA) to teaching literature is a promising solution. This approach endeavours to arm students with the literary language knowledge necessary for self-directed analysis and interpretation of literary texts, thus addressing several of the challenges previously mentioned.

The theoretical foundation of language-based literature instruction is deeply rooted in a student-centred approach to teaching. As articulated by Rosenblatt (1994), this approach to reading posits reading as a dynamic interaction between the learner and the text. Within this framework, the reader plays a pivotal role in constructing meaning, bringing their personal experiences, emotions, and linguistic resources to bear upon the text to create individualised interpretations. Educators aim to give students a richer linguistic and rhetorical tool to use different language-based methods to engage in this interpretative process. Such an approach only facilitates a deeper understanding of literary texts and encourages a more active, engaged form of reading. Through enhancing students' linguistic resources, a language-based approach empowers them to delve into texts with greater confidence and competence, enabling a more meaningful and personal transaction with literature.

The effectiveness of language-based approaches in literature teaching has been a topic of interest for many scholars in English as a Foreign Language education. These approaches

emphasise integrating language and literature in classroom teaching, recognising the symbiotic relationship between the two (McRae & Boardman, 1998; Carter & Long, 1991; McRae, 1991; Lazar, 1993). By incorporating LBA into literature classes, texts become engaging works to be analysed, allowing students to delve deeper into their content through manipulation, transformation, experimentation, and dissection (Carter & Long, 1991).

Empirical studies offer compelling evidence supporting the efficacy of language-based instruction within literature education. Cagri and Tugrul (2021) conducted interviews that highlighted the premise that incorporating literature into language teaching is worthwhile for offering a new language learning experience, creating a medium to promote engagement, providing an avenue for personal development, building an ethos to enhance accuracy and fluency, and constituting ideal occasions to develop learner autonomy in studying literary texts.

Similarly, Atiqah and Azlina (2020) employed a case study using qualitative methods to investigate the effectiveness of LBA in enhancing learners' interest in literature. The study used descriptive and inferential methods to analyse pre-and post-tests and questionnaires. The findings demonstrated a significant improvement in students' interest in literary studies, proving the effectiveness of LBA in classroom practice. Besides, Besse et al. (2020) also conducted a qualitative case study in an Indonesian Islamic Junior High School, focusing on the integrated study of language and literature through LBA in an EFL classroom. The study highlighted the practical richness of activities due to the teaching purposes, namely (1) reading and literary work, (2) speaking and literary work, (3) listening and literary work, and (4) writing and literary work. The results showed that LBA is necessary to be developed and practised in teaching English to EFL students.

Amase et al. (2013) discussed the relationship between language, literature, teacher effectiveness, and quality education in the Nigerian context. The paper contended that for quality language education to be provided, the teacher must be well-grounded in both language and literature to impart quality language education effectively. The authors also examined the interwoven relationship between language and literature and postulated that merely having many years of classroom experience does not automatically make an effective teacher. Similarly, Bunga et al. (2018) presented a library study of an approach to teaching literature that emphasises improving students' literary proficiency through language-focused methods, using a literary work by Anton Chekhov. The study applied Lazar's (1993) procedures of LBA, which cover pre-reading, while-reading, and post-reading activities.

Besides, Mundi (2009) re-assessed the role of literature in the ELT classroom, viewing literary texts as providing rich linguistic input and effective stimuli for students to express themselves in other languages. The study found that literary texts offer opportunities for multi-sensorial

classroom experiences and can appeal to learners with different learning styles. Moreover, Purificación (2017) presented an integrated approach to the study of language and literature, highlighting the potential of literary texts when studying the characteristics of a language and paying particular attention to how linguistic functions can be explored, studied, and practised through literary texts.

Furthermore, studies like Van's (2009) highlight the positive impact of language-based instruction on students' ability to engage in literary interpretation and analysis. This suggests that a language-based approach, emphasising the interaction between linguistic knowledge and textual analysis, can foster deeper insights into literary works and enhance students' analytical skills. The role of language-based instruction in boosting student motivation and engagement with texts is also noteworthy. Sage (1987) points out that such methods can invigorate students' interest in literature by making the learning process more interactive and relevant to their linguistic capabilities and interests. This engagement is crucial for sustaining interest in literary studies and encouraging a lifelong appreciation of literature. Hence, language-based approaches' contributions to overall language development are significant. Scott and Huntington (2002) provide evidence that these instructional methods benefit specific areas such as reading comprehension and literary analysis and contribute broadly to language acquisition. This includes improved vocabulary, grammar, and communicative proficiency, showcasing the holistic benefits of integrating language-based strategies into literature instruction.

Therefore, this study aims to address this gap by investigating the impact of a language-based approach on Algerian university literature students. It will assess the effects on students' motivation, linguistic and interpretive skills, and overall literary competence. The findings will provide insight into the viability of language-based literature instruction for enhancing Algerian EFL students' engagement and success with literary texts. This has important implications for literature pedagogy across Algeria at both secondary and university levels.

1.2. Statement of the Problem

The significant challenges Algerian EFL students face in studying and engaging with literary texts are stated in the background of the study, encompassing linguistic, cultural, pedagogical, and motivational aspects. Central to these intertwined challenges is the issue of underdeveloped literary competence, which comprises the knowledge, skills, and attitudes necessary for successful engagement with scholarly works. Algerian students in the EFL classroom often find themselves at a disadvantage due to insufficient linguistic skills required to navigate the complexities of literary language, a lack of background knowledge needed to place references in context, an underdeveloped capacity for critical thinking essential for interpreting meanings, and a lack of

intrinsic motivation to read and appreciate texts. Consequently, their capacities to engage with and appreciate literary works are impaired, and targeted educational strategies are warranted to enhance these critical competencies.

Deficiencies in literary competence stem largely from ingrained shortcomings in literature instruction. The longstanding focus on transmitting literary content rather than processing skills (Torell, 2001), lack of integration between literature and language learning, and an exam-driven system all contribute to student literary skills' stunted development. Consequently, Algerian EFL learners remain dependent on teachers for basic comprehension and analysis, lacking strategies for self-directed interpretation. They view literature as an impenetrable subject to be endured rather than a meaningful avenue for linguistic and cultural enrichment, which leads to disengagement and demotivation, further hindering their progress in developing literary competence.

This vicious cycle indicates an urgent need for pedagogical interventions to improve Algerian EFL students' literary skills. The language-based approach, which integrates linguistic and scholarly learning, represents a promising solution to address these challenges. By emphasising the development of literary language skills alongside literary analysis, this approach aims to equip students with the tools necessary to effectively engage with and interpret literary texts. However, minimal empirical research has evaluated the effectiveness of language-based literature teaching in boosting Algerian students' competence.

Therefore, this study's core problem is to address the enhancement of literary competence among Algerian EFL university students, which stems from ingrained pedagogical shortcomings in literature instruction. It implements language-based methods and empirically investigates their impact on enhancing students' motivation, rhetorical proficiency, critical thinking, and overall literary competence.

1.3. Aim of the Study

The primary aim of this study is to empirically investigate the effectiveness of a language-based approach in enhancing literary competence among undergraduate EFL students in Algeria, with a specific focus on the Department of English at the University of El Oued as a study case. This research seeks to bridge pedagogical gaps in the current literature instruction methodologies by integrating linguistic and literary learning, promoting a more comprehensive and engaging learning environment. Specifically, it aims to assess the impact of this approach on students' motivation, linguistic proficiency, critical thinking abilities, and overall literary competence.

The findings of this study are expected to provide valuable insights into the pedagogy of literature teaching in Algerian EFL contexts, contributing to the improvement of teaching strategies and student outcomes in the study of literary texts. By identifying effective pedagogical

strategies, closely investigating students' literary competence, and comparing the language-based approach to traditional teaching methods, this research offers evidence-based recommendations for an integrated language approach in literature teaching.

To address the core challenges identified in the research on enhancing literary competence among Algerian EFL students through a language-based approach, the study sets forth the following specific objectives:

1- Pedagogical Strategies:

- To identify and evaluate pedagogical strategies that can facilitate the effective implementation of a language-based approach in literature teaching.
- To explore how these strategies can help overcome existing barriers to literary competence among Algerian EFL students, such as linguistic challenges, cultural gaps, and limited exposure to literary analysis techniques.

2- Literary Competence Assessment:

- To investigate the current state of literary competence among Algerian EFL students, focusing on their analytical, interpretive, and critical engagement with literary texts.
- To identify the specific competencies that require further development for a more profound understanding and appreciation of literature, such as close reading skills, cultural contextualisation, and the ability to interpret figurative language.

3- Effectiveness of the Language-Based Approach:

- To empirically evaluate the effectiveness of the language-based approach in improving students' abilities to analyse, appreciate, and interpret literary texts compared to traditional teaching methods.
- To assess the impact of this approach on students' motivation, linguistic proficiency, critical thinking abilities, and overall literary competence, using quantitative and qualitative measures.

4- Contribution to Literature Pedagogy:

- To contribute to the body of knowledge on literature pedagogy in EFL settings by providing empirical evidence on the efficacy of an integrated language approach in enhancing literary competence.
- To offer evidence-based recommendations for implementing a language-based approach in literature teaching, addressing the specific needs and challenges of Algerian EFL students.

This study aims to bridge the gap between theory and practice teaching literature to Algerian EFL students by achieving these objectives. The insights gained from this research have the potential to inform curriculum design, teacher training, and classroom practices, ultimately leading to improved student engagement, language proficiency, and literary competence in the Algerian EFL context.

1.4. Research Questions

This study aims to investigate the effectiveness of a language-based approach in enhancing the literary competence of Algerian EFL university students. To fulfil this purpose, the following research questions will guide the inquiry:

1.4.1. Quantitative Research Questions

Main Research Question (RQ1): To what extent does implementing the Language-Based Approach impact the literary competence of second-year EFL students at El Oued University?

RQ1a: How does students' ability to analyse literary texts change after implementing the Language-Based Approach?

RQ1b: What is the extent of improvement in students' understanding of literary language after the intervention?

RQ1c: How does students' application of literary terms and concepts evolve post-intervention?

Comparative Research Question (RQ2): How does the improvement in literary competence among students exposed to the Language-Based Approach compare with that of students receiving traditional literature instruction?

Student Experience Research Question (RQ3): How do students describe their experiences and changes in attitudes towards literature following the implementation of the Language-Based Approach?

RQ3a: In what ways do students report a change in their interest in exploring various literary genres and styles?

RQ3b: How do students articulate their appreciation of literature's rhetoric and aesthetic value post-intervention?

1.4.2. Qualitative Research Questions

Teacher Perception Research Question (RQ4): How do teachers perceive the effectiveness of the Language-Based Approach in enhancing literary competence among EFL students?

RQ4a: What observations do teachers have regarding improving students' engagement with and understanding literary texts?

RQ4b: What aspects of the Language-Based Approach do teachers identify as most contributing to its effectiveness?

By addressing these research questions, the study will provide a comprehensive understanding of the effectiveness of the Language-Based Approach in enhancing the literary competence of Algerian EFL university students. The quantitative questions will offer empirical evidence of the impact of the intervention on students' analytical skills, understanding of literary language, and application of literary concepts. The qualitative questions will complement this data by providing insights into students' experiences and attitudes and teachers' perceptions of the approach's effectiveness. Together, these findings will contribute to developing evidence-based pedagogical strategies for improving literature instruction in the Algerian EFL context.

1.5. Research Hypotheses

Derived from the previously mentioned questions, the research is guided by the following hypotheses:

1.5.1. Quantitative Hypotheses

Hypothesis (H1): Implementing the Language-Based Approach significantly impacts the literary competence of second-year EFL students at El Oued University.

H1a: Students' ability to analyse literary texts significantly improves after implementing the Language-Based Approach.

H1b: There is a significant improvement in students' understanding of literary language after the intervention.

H1c: Students' application of literary terms and concepts significantly evolves post-intervention.

Null Hypothesis (H₁₀): Implementing the Language-Based Approach does not significantly impact the literary competence of second-year EFL students at El Oued University.

Hypothesis (H2): The improvement in literary competence among students exposed to the Language-Based Approach is significantly more significant than that of students receiving traditional literature instruction.

Null Hypothesis (H₂₀): The improvement in literary competence among students exposed to the Language-Based Approach is not significantly more significant than that of students receiving traditional literature instruction.

Hypothesis (H3): Students describe positive changes in their experiences and attitudes towards literature after implementing the Language-Based Approach.

H3a: Students report a significant increase in their interest in exploring various literary genres and styles.

H3b: Students articulate a significant appreciation of literature's language and aesthetic value post-intervention.

Null Hypothesis (H30): Students do not describe positive changes in their experiences and attitudes towards literature after implementing the Language-Based Approach.

1.5.2. Qualitative Hypotheses

Hypothesis (H4): Teachers perceive the Language-Based Approach as effective in enhancing literary competence among EFL students.

H4a: Teachers observe significant improvements in students' engagement with and understanding of literary texts.

H4b: Teachers identify specific aspects of the Language-Based Approach that contribute to its effectiveness.

Null Hypothesis (H40): Teachers do not perceive the Language-Based Approach as effective in enhancing literary competence among EFL students.

1.6. Overview of the Methodology

This study utilises an explanatory sequential mixed methods design to investigate the effectiveness of a language-based approach in enhancing literary competence among Algerian EFL students. A fluid and reciprocal interaction characterises the research approach between different reasoning processes, including deductive, inductive, and abductive approaches. This triangulation of approaches engenders a robust and adaptable research strategy that is well-suited to addressing the multifaceted questions at the heart of this thesis.

The explanatory sequential design involves collecting and analysing quantitative data first, followed by qualitative data, allowing for a more in-depth exploration of the research questions. The quantitative phase includes a pre-treatment questionnaire, a quasi-experimental study with pre-and post-tests, and a post-treatment questionnaire. The qualitative phase involves semi-structured interviews with literature teachers from various Algerian universities.

Pre-Treatment Questionnaire: This questionnaire assesses students' initial literary competence, challenges, and attitudes towards learning literature. It covers various aspects, including demographic information, attitudes and motivations towards literature, challenges and

difficulties in learning literary texts, literary competence and experience, language barriers, and learning styles and preferences.

Quasi-Experimental Study: The researcher conducts a quasi-experimental study over two semesters, implementing the LBA with the experimental group while the control group receives traditional literature instruction. The study involves pre-and post-tests to measure the impact of the LBA on students' literary competence.

Post-Treatment Questionnaire: This questionnaire, administered to the experimental group, evaluates the impact of the LBA on students' literary competence and overall learning experience after the treatment. It covers aspects such as developing literary understanding and skills, attitudinal changes towards literature, reflections on learning experiences, and enhancing literary vocabulary and analytical skills.

Semi-Structured Interviews: The researcher conducts semi-structured interviews with five literature teachers from various Algerian universities to gather insights into the practical application and effectiveness of the LBA in diverse educational settings.

The study's population includes Algerian undergraduate EFL students, focusing on second-year El Oued university students. The researcher employs non-probabilistic sampling to select two groups of students randomly assigned as the control and experimental groups. The sample size for the experimental study is 64 students, with 31 in the experimental group and 33 in the control group.

The study employs both descriptive and inferential statistical techniques for quantitative data analysis, utilising SPSS and Microsoft Excel software. Descriptive analysis summarises and presents individual variables, while inferential analysis explores the interrelations between multiple variables and extends research findings from the sample to the entire target population.

Qualitative data from the semi-structured interviews are analysed using thematic analysis, following the guidelines set by Braun and Clarke (2006). This process involves structuring and priming data for analytical review, conducting a comprehensive review of the entire data set, coding and categorising the data, delineating key themes, constructing a storyline interpretation, advancing data analysis through an analytic framework, and presenting and interpreting the data findings.

The researcher addresses the validity and reliability of the data collection instruments through various methods:

Expert Validation: The drafted experimental tests and questionnaires are presented to three distinguished senior teachers in the EFL literature teaching and learning field for feedback, recommendations, and validations.

Pilot Testing: A comprehensive pilot study is conducted with a small, representative sample of the target population to evaluate the validity and reliability of all utilised instruments, including questionnaires, tests, and interviews.

Cronbach's Alpha: The alpha coefficients assess the internal consistency of the pre and post-intervention questionnaires.

Member Checks and Peer Reviews: For the qualitative data, the researcher employs member checks and peer reviews to ensure the findings' authenticity, credibility, reflexivity, trustworthiness, confirmability, and dependability.

Triangulation: The study employs data triangulation and environmental triangulation to enhance the validity and reliability of the research outcomes.

Regarding the ethical considerations, the researcher prioritises them throughout the research process, including:

Informed Consent: Participants are provided with comprehensive information regarding the research's objectives, expected duration of involvement, procedures, potential benefits, disadvantages, and risks associated with their participation.

Institutional Permission: Formal permission is obtained from El Oued University to conduct the experimental study on teaching literary texts to second-year students.

Anonymity and Confidentiality: The researcher ensures the confidentiality and anonymity of all participants, safeguarding their privacy and sensitive information.

1.7. Rationale of the Research

The rationale of this research revolves around exploring and evaluating the language-based approach to enhance the literary competence of undergraduate English as a Foreign Language (EFL) students. This study is predicated on the premise that literary competence is a multifaceted construct that extends beyond mere linguistic proficiency to include an appreciation for literary aesthetics, a deep understanding of cultural contexts, and the ability to analyse and apply literary concepts critically. The rationale is underpinned by several vital considerations that highlight the significance and necessity of this research:

Gaps in Existing Literature Teaching Practices

Traditional literature teaching practices in EFL contexts often prioritise language acquisition at the expense of deeper literary appreciation and critical analysis. These methods may fail to fully engage students with the rich tapestry of literary texts, limiting their ability to develop a nuanced understanding of literature. This research aims to address these gaps by investigating the efficacy of the LBA, which integrates language learning with literary analysis, cultural appreciation, and

critical thinking. By exploring the potential of the LBA to bridge these gaps, this study contributes to the advancement of pedagogical practices in EFL literature education.

The Dynamic Nature of Literary Competence

Literary competence is a dynamic construct that evolves with each new text, discussion, and interpretive challenge. Traditional teaching methods often rely on rote memorisation and superficial engagement with texts, which may not adequately foster this evolving competence. The LBA, with its emphasis on comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application, offers a holistic framework for developing literary competence that is both deep and adaptable. This research investigates how the LBA's multidimensional approach can nurture the dynamic nature of literary competence in EFL students.

The Need for Comparative Analysis

There is a pressing need for empirical research that compares the outcomes of innovative teaching approaches like the LBA with traditional literature teaching methods. Such comparative analysis can provide valuable insights into different pedagogical strategies' relative effectiveness in enhancing EFL students' literary competence. This study seeks to fill this gap by offering a rigorous evaluation of the LBA's impact on students' ability to analyse, appreciate, and understand literary texts compared to traditional approaches. The findings of this comparative analysis can inform decision-making processes in curriculum development and pedagogical practice.

Enhancing Cultural and Aesthetic Appreciation

Literature serves as a window into diverse cultures, histories, and worldviews. A language-based approach to literature teaching can enhance students' cultural understanding and aesthetic appreciation, enabling them to engage more deeply with texts and the ideas they convey. This research examines how the LBA fosters cultural awareness, aesthetic insight, and critical literary competence. By investigating the potential of the LBA to enhance these aspects, this study contributes to developing pedagogical strategies that promote a more comprehensive and culturally sensitive approach to EFL literature education.

Pedagogical Implications and Curriculum Development

This study's findings can inform pedagogical practices and curriculum development in EFL literature education. By identifying the strengths and weaknesses of the LBA, the research can provide actionable recommendations for educators seeking to enhance literary competence in EFL settings. This includes insights into effective teaching materials, instructional strategies, and assessment methods that align with the goals of a comprehensive literary education. The pedagogical implications of this research can contribute to the ongoing efforts to improve the quality and relevance of EFL literature curricula.

Contribution to EFL Literature Education

Finally, this research contributes to the broader field of EFL literature education by offering a detailed examination of a pedagogical approach designed to bridge the gap between language learning and literary analysis. By evaluating the LBA within the specific context of El Oued University, the study provides a model for enhancing literary competence that could be adapted and applied in other EFL contexts. The insights gained from this research can inform future studies and pedagogical innovations in EFL literature education, contributing to the ongoing discourse on best practices in the field.

1.8. Delimitations and Limitations of the Study

This research aims to conduct a comprehensive and in-depth investigation into the efficacy of employing a Language-Based Approach to bolster the literary competence of second-year EFL students at El Oued University. This lofty goal is rooted in a broader aspiration to contribute meaningfully to the knowledge surrounding EFL pedagogy and literature teaching methodologies. The study seeks to illuminate the LBA's intricacies and its potential to transform how EFL students engage with and understand literary texts.

However, it is essential to acknowledge that this research, like any scholarly endeavour, is bound by certain delimitations and limitations that arise from the inherent constraints of scope and resources. The study is consciously focused on a specific demographic of learners, namely second-year EFL students at a single institution, to provide a controlled and focused environment for examining the impact of the LBA on their literary competence. This targeted approach allows for a deep and nuanced exploration of the intervention's effects within a particular educational context, shedding light on the complex interplay between language acquisition and literary understanding.

The delimitations of the study, which are consciously set boundaries that define the scope and focus of the research, are as follows:

Scope of the Study: The research is focused explicitly on second-year EFL students at El Oued University, concentrating on the impact of the LBA on their literary competence. This decision to focus on a particular academic level and institution will provide a controlled environment for observing the intervention's effects within a specific educational context. By delimiting the scope, the study aims to generate targeted insights to inform pedagogical practices and curriculum development in this particular cohort of learners.

Sample Size and Selection: Due to practical constraints, the study employs a quasi-experimental design with a representative sample of students divided into control and experimental groups. This sampling method ensures manageable and meaningful analysis within the available timeframe and resources. While a larger sample size might offer more robust findings, the selected

sample is deemed sufficient to provide valuable insights into the effectiveness of the LBA in enhancing literary competence within the given context.

Intervention Duration: The LBA intervention is applied over a defined period within the academic year, acknowledging the time limitations inherent in scholarly research projects. This period aligns with the academic calendar and curriculum requirements, ensuring minimal disruption to standard educational processes. While a longer intervention duration might yield more comprehensive results, the selected timeframe is adequate to observe meaningful changes in students' literary competence.

The limitations of the study, which are inherent constraints that may impact the generalizability and depth of the findings, are as follows:

Resource Constraints: The study operates within limited resources, including time, budget, and personnel. The researcher relies primarily on available resources at El Oued University and personal capacity to conduct the study, which may limit the scope and depth of the intervention and subsequent analysis. These constraints may impact the ability to implement more extensive data collection methods or employ additional research assistants, potentially affecting the breadth of the study's findings.

Attendance Variability: Student attendance variability challenges the consistency and continuity of the intervention. Absenteeism, especially during critical phases of the study, such as progress tests, may lead to missing data, impacting the robustness of the findings. To mitigate this limitation, the researcher will employ appropriate statistical techniques to handle missing data and ensure the validity of the results.

Teacher Participation: Although the research aims to include observations and insights from EFL literature teachers at El Oued University, scheduling conflicts and teaching commitments have limited full participation. This constraint affects the breadth of pedagogical perspectives directly observed and incorporated into the study. To address this limitation, the researcher will seek alternative means of gathering teacher insights, such as written feedback or online surveys, to ensure a more comprehensive understanding of their experiences and perceptions.

Interview Limitations: The study intends to enrich its qualitative data through interviews with teachers and possibly other educational stakeholders. However, logistical and scheduling challenges may restrict the number of participants available for interviews, potentially impacting the depth of qualitative insights gathered. To mitigate this limitation, the researcher will prioritise key informants and explore alternative means of data collection, such as focus group discussions or open-ended questionnaires, to gather a diverse range of perspectives.

Generalizability: The study's specific focus on second-year EFL students at a single institution may limit its generalizability. While the insights gained will contribute significantly to understanding the LBA's impact in this context, extrapolating results to broader EFL teaching contexts should be cautiously approached. To address this limitation, the researcher will provide detailed descriptions of the study's context, methodology, and findings, allowing readers to assess the transferability of the results to their educational settings.

Self-Reported Data: The study relies, in part, on self-reported data from students and teachers, which may be subject to response bias or social desirability bias. Participants may consciously or unconsciously provide responses that they believe are expected or desired rather than their actual opinions or experiences. To mitigate this limitation, the researcher will employ multiple data collection methods, such as observations and document analysis, to triangulate findings and enhance the credibility of the results.

Researcher Bias: As the primary investigator, the researcher's biases, assumptions, and interpretations may influence the study's design, implementation, and analysis. To address this limitation, the researcher will engage in reflexivity, actively acknowledging and documenting personal biases and assumptions throughout the research process. Using a research journal, peer debriefing, and member checking will help ensure the transparency and trustworthiness of the findings.

1.9. Structure of the Thesis

This thesis is structured into five chapters, with the initial chapter serving as an introduction that establishes the foundational components essential for robust research, encompassing the key elements that form the foundation of a well-structured and coherent research project. This chapter begins by presenting the background of the research, which situates the study within the broader field of EFL education and highlights the significance of literary competence in language acquisition. The problem statement then clearly articulates the specific issue or gap in knowledge that the research aims to address, focusing on the need for practical pedagogical approaches to enhance the literary competence of EFL students in the Algerian context. The study aims to outline the primary objectives and goals of the research, which is to critically evaluate the effectiveness of implementing the language-based approach to enhance the literary competence of second-year EFL students. The research questions, divided into quantitative and qualitative categories, serve as the guiding inquiries the study seeks to answer, while the research hypotheses predict the outcomes based on these questions. The chapter also provides an overview of the methodology, outlining the mixed-methods design, sample selection process, and data collection instruments used. The research rationale justifies the study's significance and relevance, emphasising the need to address

gaps in existing literature teaching practices and contribute to the broader field of EFL literature education. Finally, the delimitations and limitations of the study are acknowledged, addressing the research's scope, boundaries, and potential constraints.

The second chapter provides a detailed literature review and the theoretical foundation that underpins our study. It comprehensively overviews the fundamental concepts, theories, and approaches to using literature in English as a foreign language teaching. The chapter begins by defining literature in the context of EFL classrooms and discussing the distinctiveness of literary language, including its defining characteristics and the processes of reading literary versus non-literary texts. It then provides an overview of various literary genres, such as fiction, non-fiction, drama, and poetry. The chapter delves into the didactics of literature in the EFL context, defining literary didactics and exploring the relationship between theory and practice, as well as the rationale for integrating literature in EFL teaching environments, including its authenticity, cultural value, potential for promoting language proficiency, and personal development. The chapter also discusses theories of literature pedagogy in the EFL classroom, including student-centred, teacher-centred, and subject-centred approaches. It distinguishes between different models and approaches to teaching literature, such as the language-based model (encompassing stylistic, critical literary, paraphrastic, and aesthetic approaches), the cultural model (including information-based and historical approaches), the personal growth model (focusing on the reader-response approach and moral-philosophical approach), and the integrated approach. Finally, the chapter explores the role of literature in fostering diverse language skills within EFL pedagogy, including reading, writing, listening, and speaking skills, as well as its potential for developing critical thinking abilities.

The third chapter of the thesis focuses on the research methodology and design employed in the study. It begins by introducing the context of the study, which includes an overview of the Departments of English in Algeria and a specific focus on the target department for the research. The chapter then delves into the construction of the research design, discussing the research philosophies and approaches to theory development that underpin the study. The research design section elaborates on the methodological choices, including using mixed research methods and the rationale for employing an explanatory sequential mixed-method approach. It also covers the research strategies, time horizons, and variables involved in the study. The chapter then describes the research population and participants, including the sampling methods used for the experimental study, pre-and post-treatment questionnaires, and semi-structured interviews. The techniques and procedures for data collection are detailed, encompassing quantitative and qualitative tools such as questionnaires, tests, and interviews. The chapter also explains the data analysis procedures for both quantitative and qualitative data. The validity and reliability of the data collection instruments are addressed, and the measures taken to ensure the trustworthiness of the findings, such as pilot

testing and triangulation, are discussed. Finally, the chapter considers the ethical considerations involved in the research, including informed consent, institutional permission, and assurances of anonymity and confidentiality for the participants.

The fourth chapter of the thesis presents the results and analysis of the quantitative and qualitative data collected during the study. The chapter begins by discussing the quantitative survey results, including the questionnaires' reliability, and a detailed analysis and discussion of the students' pre-treatment questionnaire responses. The findings of the experimental study are then presented, including the results of the pre-tests, a comparative overview of the pre-test results, and a statistical examination of the data. The chapter then moves on to the post-test results, contextualising the hypotheses and comparing the pre-and post-test scores through within-group analysis, paired t-test analysis of pre-intervention scores, and MANOVA of post-test scores. The results of the post-treatment questionnaire are also analysed and discussed, including the reliability of the questionnaire and a comprehensive analysis of the student's responses. The chapter then shifts focus to the results of the qualitative study, presenting the findings from the teacher interviews. The chapter concludes by summarising the key findings from the study's quantitative and qualitative components, setting the stage for the final chapter's discussion and conclusions.

The final chapter of the thesis brings together the key findings from the study. It discusses their significance concerning the research questions and the broader field of EFL literature education. The chapter begins by reiterating the study's primary purpose and summarising the research methodology. It then addresses the quantitative research questions, presenting the conclusions drawn from the analysis of the experimental data and the comparative research. The chapter also discusses the qualitative research questions, synthesising the insights gained from the teacher interviews and the student post-treatment questionnaire to provide a comprehensive understanding of the effectiveness of the Language-Based Approach in enhancing literary competence. Based on these findings, the chapter offers practical recommendations for EFL literature educators, curriculum designers, and policymakers, highlighting the potential implications of the study for classroom practice and educational policy. The chapter also acknowledges the study's limitations and suggests avenues for future research that could build upon the findings and address the identified gaps in the literature. Finally, the chapter concludes by emphasising the significance of the study's contribution to the field of EFL literature education and its potential to inform and improve pedagogical practices in the Algerian context and beyond.

Chapter II

Key Literature Review

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2.1. Introduction

Integrating literature within English as a Foreign Language (EFL) pedagogy has been a considerable academic discourse and debate topic. This complex issue elicits several critical questions: What constitutes literature within the EFL context? How is it distinct from other forms of text? What approaches and methodologies are most effective for leveraging the rich potential of literary works in the EFL classroom? The current chapter delves into an in-depth exploration of these questions, providing a nuanced analysis of the multifaceted nature of literature and its immense pedagogical value in EFL contexts.

This chapter comprehensively defines literature within EFL settings, synthesising diverse academic perspectives to encapsulate its scope and significance. A key focus is examining literature's dual role as an artistic expression and a communicative discourse fostering dialogue, cultural exchange, and personal growth. The analysis then probes deeper into the distinctiveness of literary language and how it diverges from everyday linguistic forms through elements such as conscious patterning, symbolic layers of meaning, and deviation from conventional syntactic norms.

Shifting the focus to pedagogical frameworks, the chapter provides an illuminating overview of major literary genres and their conventions. This equips readers with the vital literary schema to analyse diverse texts and forms. Subsequently, a detailed look at the didactics of literature explores literary instruction through seminal theoretical models, namely the language, cultural, and personal growth models. Contemporary evolutions in learner-centred approaches are also discussed.

Additionally, the rationale and effectiveness of integrating literature within EFL curricula are scrutinised, weighing its authenticity and motivational appeal against potential difficulties for learners. The chapter concludes with valuable insights into literature's multifaceted impact in fostering diverse competencies, from linguistic development to cultural enrichment and critical thinking. By encompassing theoretical foundations and practical dimensions, the analysis establishes a robust platform for examining the effective integration of literature in EFL settings.

2.2. Definition of Literature in the EFL Classroom Context

In EFL education, a universally accepted definition of literature still needs to be discovered due to literary texts' complex and multifaceted nature and varied roles within the curriculum. A nuanced analysis synthesising diverse academic perspectives is required to fully encapsulate the scope and significance of literature in this domain.

Edmondson's (1995) viewpoint situates literature as written works with aesthetic qualities and cultural prestige. This interpretation aligns with the traditional perception of the literary canon

as artistic expressions worthy of scholarly attention due to their cultural heritage. However, while valuable, more than this perspective is needed in scope when examining literature's purpose within EFL pedagogy. Beyond its artistic merit, the communicative function of literature must also be considered. Jacobson's (1960) conceptualisation of literature as a "discourse" that reflects the complexities of life, as cited in Sivasubramaniam et al. (2006), is particularly illuminating. This emphasises literature's role in conveying multifaceted human experiences, beliefs, and values. This literary discourse facilitates a rich cross-cultural dialogue between writers and readers, transcending linguistic and cultural boundaries, a significant capability for EFL learners to cultivate in academic contexts.

Literature transforms language into a dynamic, interactive experience. As Ihejirika (2014) aptly notes, it represents "language in practice" (p. 86), with the creative use of linguistic devices serving not merely an aesthetic purpose but also a functional one in building communicative competence and fluency for EFL learners. Furthermore, Britton (1982) frames literature as an artistic utterance crafted for the writer's creative fulfilment, eliciting profound introspection in readers. This renders literary engagement a means for developing critical thinking and self-reflection, vital skills for enhancing EFL learners' linguistic aptitude.

Viewing literature as a cultural artefact and an art form underscores its aesthetic, linguistic, and artistic significance. Ihejirika (2014) elucidates how literature provides readers with entertainment, information, education, and excitement, highlighting its multifunctionality. This multidimensional nature is relevant in honing EFL students' cognitive, cultural, and emotional growth. As Morgan (1993) eloquently conveys, literature's capacity to spur intellectual, emotional, and moral reflection positions it as a catalyst for holistic reader development. Within EFL education, this accentuates literature's potential not merely in building language skills but in shaping the overall personal growth of learners. Lott (1988) adds that the sheer pleasure of reading is an affective attribute that cannot be overlooked, as academic discussions often do. This enjoyment and the reflective and emotional engagement literature can be instrumental in fostering a positive mindset towards EFL acquisition. In the same vein, Alderson's (2000) articulation of reading as an "enjoyable, intense, private activity" brimming with pleasure (p. 28) reinforces the notion that the role of literature in EFL pedagogy should not be reduced to skill development alone. It can facilitate immersive and gratifying experiences that motivate proficiency.

Synthesising these diverse perspectives on the role of literature within the context of EFL education reveals its profound complexity and multifaceted nature. Literature transcends its status as a mere collection of aesthetically and culturally valuable texts; it serves as a dynamic and essential agent in language learning and communication. The analysis establishes literature as a

potent form of discourse that constructs an interactive bridge between the narrative and the learner, facilitating a profoundly reflective and transformative experience.

The discussions herein illuminate that literature's significance extends beyond merely transmitting cultural heritage or artistic expression. It is a powerful pedagogical tool, inviting learners to immerse themselves in a rich linguistic environment where intellectual stimulation and personal enjoyment intertwine seamlessly. Literature's intrinsic value in education is underscored by its remarkable capacity to provoke thought, evoke emotion, and catalyse personal growth within the framework of language acquisition.

Consider, for instance, the transformative potential of a learner engaging with a classic work of English literature, such as William Shakespeare's *Hamlet*. As the student navigates the play's complex themes, vivid imagery, and masterful use of language, they are exposed to the beauty and intricacies of the English language and challenged to reflect on the universal human experiences of love, loss, and existential angst. This immersive encounter with the text fosters a deeper understanding of the language and the human condition, enriching the learner's linguistic and personal development.

Moreover, literature's role as a bridge between cultures cannot be overstated. By engaging with works from diverse cultural backgrounds, EFL learners gain invaluable insights into various societies' customs, values, and worldviews. For example, reading Chinua Achebe's *Things Fall Apart* gives learners a window into the rich tapestry of Nigerian Igbo culture while simultaneously exploring the complexities of colonialism and its impact on traditional ways of life. Exposure to cultural diversity through literature promotes empathy, understanding, and cross-cultural competence, essential skills in an increasingly interconnected world.

The multifunctionality of literature as both an art form and a didactic resource in the EFL classroom underscores its profound significance. It demands a broad, inclusive definition that embraces the full spectrum of emotional and cognitive responses it elicits and its immense potential to enrich and diversify the educational experience. The realisation that literature is not a static entity but a vibrant and responsive component of language education challenges educators to seek innovative and adaptive teaching methodologies that harness its transformative power.

Literature's role as a reflective mirror of society and the individual endows it with the unique capacity to adapt, resonate, and engage in a continuous exchange that enriches the EFL learning process and, by extension, the broader educational narrative. This dynamic nature of literature is exemplified by its ability to address contemporary issues and concerns, providing learners with a platform to explore and engage with the pressing matters of their time. Furthermore, integrating literature in EFL education promotes the development of critical thinking skills, as learners are encouraged to analyse, interpret, and evaluate complex texts. This active engagement with

literature nurtures learners' sense of agency and autonomy, empowering them to become independent thinkers and problem-solvers. By grappling with the ambiguities and multiple interpretations offered by literary works, learners develop the ability to formulate and articulate their own opinions, a skill that transcends the confines of the EFL classroom and proves invaluable in their academic and professional lives.

Ultimately, this analysis reinforces the claim that literature in the EFL context is a multifaceted dialogue, not just between cultures or between reader and text but also between educational objectives and the evolving needs of learners. As educators continue to explore and harness the rich potential of literature in language education, they contribute to creating a more inclusive, engaging, and transformative learning experience. By embracing the role of literary texts as a catalyst for linguistic, cultural, and personal growth, EFL educators can empower their students to become active participants in the global community, equipped with the skills and insights necessary to navigate the complexities of the 21st century.

2.3. The Distinctiveness of Literary Language

The distinction between literary and non-literary texts has been a topic of considerable debate and analysis within literary studies. This discourse aims to understand how literary texts differ significantly from non-literary texts through their unique characteristics and the processes involved in reading them. Exploring these differences is essential for readers, scholars, and educators to appreciate literary works' value and complexity and develop appropriate strategies for engaging with them. The discussion involves various perspectives, most notably those of McCrimmon (1967), Widdowson (1975), Carter (1997), Gajdusek (1988), and Musalat (2012). This comprehensive analysis aims to dissect and understand these differences by examining the key features that set literary texts apart from their non-literary counterparts and the implications of these distinctions for the reader's experience and interpretation.

2.3.1. Defining Characteristics of Literary Texts

Carter (1997) and Widdowson (1975) provide insights into the formalist view of literary language. This perspective suggests that the essence of literary language lies in its deviation from everyday language. This deviation is not just about being different for the sake of difference; it is about how literary language creatively disturbs or upsets the routine, standard view of language (Carter & McCarthy, 1995). Widdowson (1975) notes that literary discourse is unique because "non-literal expressions figure as part of a pattern which characterises the literary work as a separate and self-contained whole" (p. 39). This statement implies that literary texts are not merely collections of words and sentences; they are carefully crafted entities where each component works together to create a holistic and meaningful experience.

In contrast to literary language, ordinary language serves a different purpose. In ordinary language, communication is often direct and practical, aimed at conveying information or instructions. Literary language, by contrast, tends to be indirect, suggestive, and rich in imagery and symbolism. This indirectness and richness allow for a deeper engagement with the text, where readers are not just processing information but are invited to interpret, question, and explore.

As explored by several scholars, the nature of the literary text presents a fascinating tapestry of complexity and depth that transcends conventional categorisations of language and communication. Genette (1993, p. 1) eloquently frames literary texts within the "family resemblance" concept, suggesting that they do not fit neatly into a single category but embody a spectrum of realities. This analogy is particularly apt, as it captures the essence of literature's ability to mirror, distort, and reinterpret the myriad facets of human experience.

Delving deeper into this idea, literary texts function as symbols, representing relevant and significant ideas beyond simple grammatical structures. This perspective elevates literary texts from mere communication vehicles to powerful tools of representation and reflection. They become mirrors through which societal norms, personal struggles, and existential questions are showcased, scrutinised, and reimagined. The symbolist nature of literature allows it to operate on multiple levels, often conveying underlying themes and messages that resonate with readers personally and collectively.

Furthermore, Corvi (1997) contributes to this discourse by characterising literary texts as knowledge without a knowing subject. This intriguing description highlights literature's unique ability to exist independently of its creator, allowing interpretations and meanings that might even transcend the author's original intent. It underscores the dynamic nature of literary texts and how they can be reinterpreted and rediscovered by different readers across time and space, each bringing their own experiences and perspectives to the text.

Genette (1993) adds further complexity by distinguishing between fiction and diction. He argues that fictional utterances cannot be confined within the binaries of true or false; they exist in a realm of aesthetic disinterestedness. This notion challenges the reader to engage with the text not merely as a source of information or factual representation but as an artistic expression open to myriad interpretations. In this sense, fiction is a creative exploration of reality, unbound by the constraints of factual accuracy, yet often profoundly truthful in its depiction of the human condition. In synthesising these perspectives, it becomes clear that the nature of the literary text is multifaceted, embodying a rich interplay of symbolism, representation, and creative exploration. Literary texts bridge between the tangible and the imagined, the real and the symbolic. They invite readers into a realm where reality is represented and re-envisioned, where ideas are communicated and deeply felt. This complexity makes literature an enduring and

essential element of human culture, offering endless opportunities for exploration, understanding, and connection.

2.3.1.1. Internal Coherence in Literary Texts

Scholars such as Gajdusek (1988) and McCrimmon (1967) have extensively explored internal coherence in literary texts. Gajdusek argues that internal coherence plays a role in developing communicative competence, as it ensures that each line in a text is interconnected with others, forming a coherent whole. This perspective highlights the importance of viewing a literary work as more than just a collection of words; it is a meticulously crafted composition in which every element contributes to the overall theme or message. McCrimmon (1967) further elaborates on this concept by examining how coherence is achieved at the paragraph level. He asserts that a coherent paragraph is characterised by a seamless flow from one sentence to the next, facilitated by logical transitions. This smooth progression of ideas allows readers to follow the author's train of thought effortlessly, enhancing the overall comprehension and impact of the text.

To illustrate the significance of internal coherence in literary texts, consider William Shakespeare's tragedy *Macbeth*. Throughout the play, the recurring motifs of ambition, guilt, and the supernatural are skilfully woven together, creating a cohesive narrative that explores the consequences of unchecked desire and the psychological toll of moral transgression. The play opens with the eerie prophecies of the three witches, setting in motion a chain of events that will ultimately lead to Macbeth's downfall. As the story unfolds, each scene builds upon the previous one, with Macbeth's growing ambition and Lady Macbeth's persuasive influence propelling the plot forward. The supernatural elements, such as the appearance of Banquo's ghost and Lady Macbeth's sleepwalking scene, manifest the characters' guilt and the inescapable consequences of their actions.

Shakespeare's masterful use of imagery and symbolism further enhances the play's internal coherence. For instance, the recurring image of blood symbolises guilt and the stain of moral corruption. From the "bloody hands" of the murderers to the "damned spot" that haunts Lady Macbeth, the motif of blood ties together the various threads of the narrative, reinforcing the central themes of the play. Similarly, the symbolic use of light and darkness underscores the moral dichotomy at the heart of the story, with the "darkness" of Macbeth's actions contrasting with the "light" of truth and justice.

By skilfully interweaving these elements, Shakespeare creates a literary work that is internally coherent, with each component contributing to the overall meaning and impact of the play. The seamless integration of plot, character development, imagery, and symbolism demonstrate the importance of internal coherence in literary texts, as it enables authors to craft multilayered narratives that engage readers on both an emotional and intellectual level. This

coherence invites readers to delve deeper into the text, unravelling the complex tapestry of ideas and themes beneath the surface, ultimately leading to a more profound and rewarding reading experience.

However, it is essential to recognise that internal coherence extends beyond mere structural aspects. It involves the intricate interweaving of themes, motifs, and ideas throughout the literary work. By carefully integrating these elements, authors create a conceptually unified text that offers depth and richness, surpassing the sum of its parts. This holistic approach to coherence enables readers to engage with the text on multiple levels, uncovering layers of meaning and interpretation that may not be immediately apparent in a superficial reading.

One could argue that internal coherence distinguishes great literary works from mediocre ones. A text lacking coherence, even with beautiful language or intriguing ideas, may fail to engage and resonate with readers. In contrast, a well-crafted literary piece with strong internal coherence has the power to captivate, inspire, and leave a lasting impact on its audience.

2.3.1.2. Conscious Patterning in Literary Texts

The conscious patterning of sounds, meanings, and structures is another defining feature of literary texts. This patterning is not accidental but a deliberate artistic choice that contributes to the text's overall impact. Such patterning can manifest in various forms, including but not limited to narrative structures, poetic meter, symbolism, and thematic motifs. This structured use of language in literary texts allows for creating real or imaginary worlds, as Musalat (2012) noted. It will enable readers to explore different emotions and situations, opening avenues for personal expression, empathy, and deeper understanding.

Various forms of patterning are employed in literary texts to enrich storytelling and thematic expression. Complex narrative structures, such as the framed narratives in Mary Shelley's *Frankenstein* (1818), introduce depth and diverse perspectives by nesting stories within a story, starting with Captain Walton's letters, moving into Victor Frankenstein's narrative, and then to the creature's tale. Poetic meter and rhyme, exemplified by the iambic pentameter in Shakespeare's sonnets, create a rhythmic and melodic flow, heightening the poems' emotional impact. Symbolism, used effectively in F. Scott Fitzgerald's (1925) *The Great Gatsby*, assigns deeper meanings to elements like the green light at the end of Daisy's dock, representing Gatsby's yearning and the elusive American dream. Furthermore, thematic motifs, such as the mockingbird in Harper Lee's *To Kill a Mockingbird* (1960), symbolise innocence and are woven throughout the narrative to reinforce its moral themes. These patterning techniques collectively enhance the literary experience by adding layers of meaning and emotion to the text.

Such techniques invite readers into a richer and more complex world than everyday reality. They encourage readers to engage with the surface story and the underlying themes, emotions, and ideas. This engagement is not passive; it requires active interpretation and contemplation. For instance, the symbolic complexity in *Lord of the Flies* (1954) by William Golding, which prompts readers to explore themes of civilisation versus savagery, loss of innocence, and inherent human evil.

The conscious patterning in literary texts also creates a sense of unity and coherence within the work. By establishing and maintaining patterns throughout the text, authors develop a sense of interconnectedness that binds the story's various elements together. This coherence enhances the reader's understanding and appreciation of the work, as they can perceive the relationships between seemingly disparate parts of the text.

Moreover, the use of patterning in literary texts can also serve to challenge readers' expectations and preconceptions. Authors may establish specific patterns only to break them later in the text, creating a sense of surprise or disorientation that prompts readers to reconsider their assumptions and interpretations. This technique can be particularly effective in works that subvert traditional narrative structures or challenge societal norms and values.

Literary texts often use language to craft worlds that can be realistic or fantastical. For instance, J.R.R. Tolkien's *The Lord of the Rings* (1937), creates a new Middle-earth world with its languages, races, and history. This world-building allows readers to immerse themselves in an experience that is removed from their reality yet emotionally and thematically relevant. Ultimately, as readers navigate these consciously patterned worlds, they find opportunities for personal reflection and emotional connection. The complexities of human relationships and moral dilemmas in novels such as Leo Tolstoy's "*Anna Karenina*" encourage readers to empathise with characters and reflect on their life experiences and moral compasses.

2.3.2. Processes of Reading Literary vs. Non-Literary Texts

Literary and non-literary texts demand different approaches and mindsets regarding the reading process. Reading non-literary texts often involves extracting information or gaining specific knowledge. It is a process driven by the need to understand the immediate reality stated in the text for academic, professional, or practical purposes. The reader's engagement with the text is predominantly intellectual and factual.

In contrast, reading literary texts is an exercise in exploration and interpretation. Widdowson (1975) makes a pertinent observation about the objectives of literary communication, stating that it conveys an individual awareness of reality. This means that literary texts present a reality and offer a unique perception or interpretation of that reality. The reader's role, therefore, shifts from

merely extracting information to engaging with the author's perspective, understanding the nuanced use of language, and appreciating the aesthetic qualities of the text.

Isabella (2022) defines reading literary texts as an aesthetic experience where feelings and emotions are paramount. It is not confined to understanding what is written but extends to interpreting and finding meaning in what is suggested or implied. The open-ended nature of literary texts means they can yield multiple interpretations, each reader potentially deriving a different meaning based on their perspective and experiences. This diversity of interpretations makes literary texts enduring and continually relevant across various contexts and times.

The subjective nature of engaging with literary texts is another aspect of the reading process, influencing how readers perceive and interpret the content based on their mental and cognitive characteristics (Ilze & Liga, 2022). Unlike non-literary texts, which often aim to convey objective information or facts, literary texts invite readers to bring their own experiences, emotions, and perspectives to interpret the work. This subjectivity allows for a more personal and intimate connection between the reader and the text, as the reader's life experiences and understanding of the world shape their interpretation of the literary work.

Moreover, reading literary texts often involves a heightened awareness of language, as Jabun and Srabani claims (2022). Literary authors employ various linguistic devices, such as metaphor, symbolism, and imagery, to create meaning and evoke emotional responses in readers. Engaging with these devices requires a different level of attention and sensitivity to language than reading non-literary texts. Readers must not only decipher the literal meaning of the words but also consider their connotations, associations, and the overall effect they create within the context of the work.

Indeed, reading literary texts can be viewed as a collaborative endeavour between the author and the reader, highlighting the readers' active role in meaning-making. While the author provides the text and guides the reader through the narrative, the reader's interpretation and imagination are another part of bringing the text to life (Sarah & Stephen, 2020). This collaboration allows for a unique and dynamic reading experience, as each reader brings their perspective, background, and understanding to the text, creating a personalised version of the work with each reading.

Various literary theorists and scholars have explored the idea of reading as a collaborative process. In his seminal essay *The Death of the Author* (1967), Roland Barthes argues that the author's intentions do not solely determine the meaning of a text but are also shaped by the reader's interpretation. Barthes asserts that the reader is not a passive recipient of meaning but an active participant in the creation of meaning. This idea challenges the traditional notion of the author as

the ultimate authority on the text's significance and instead emphasises the reader's role in the interpretive process.

Similarly, as developed by scholars such as Wolfgang Iser and Stanley Fish, reader-response theory further elaborates on the reader's active participation in constructing meaning. Iser's concept of the "implied reader" suggests that literary texts contain gaps or indeterminacies that readers must fill using their imagination and experiences (Iser, 1978). This gap-filling process creates a unique reading experience for each individual, as readers draw upon their background and understanding to create meaning.

The collaborative nature of reading literary texts is also evident in how different readers interpret the exact text in multiple, sometimes conflicting ways. This diversity of interpretations arises from the fact that readers approach texts with their beliefs, values, and experiences, shaping their understanding of the work. The open-ended nature of literary texts encourages this multiplicity of interpretations, as readers are invited to explore the text's ambiguities and complexities, leading to a richer and more nuanced understanding of the work.

Moreover, the collaborative reading process extends beyond the individual reader's engagement with the text. Literary texts also facilitate a dialogue between readers as they share their interpretations and insights. This dialogue can occur in various settings, such as book clubs, classrooms, or online forums, where readers can exchange ideas, challenge each other's perspectives, and deepen their understanding of the text. This collaborative aspect of reading highlights the social and communal nature of engaging with literary works as readers contribute to a broader conversation about the text's meaning and significance.

To encapsulate the preceding discussion, the defining characteristics of literary texts, such as their deviation from everyday language, internal coherence, and conscious patterning, set them apart from non-literary texts. These characteristics foster an interpretive, explorative, and emotionally engaging reading process. Literary texts convey information, create experiences, evoke emotions, and stimulate thought. They invite readers to delve into worlds made by words, engage with ideas and feelings, and derive personal and subjective meanings. This unique nature of literary texts and the processes involved in reading them highlight the profound impact literature can have on individuals, shaping their understanding, empathy, and creative expression.

2.4. Overview of Literary Genres

In the study of literature, various genres emerge as distinct pathways through which human experiences, emotions, and cultures are articulated and examined. The categorisation into fiction, non-fiction, drama, and poetry not only aids in the academic study of literature but also enhances the appreciation of the diverse forms of storytelling and expression in which each genre offers a

unique lens through which to explore the complexities of the human experiences and imagination. By engaging with works from each genre, readers can develop a more nuanced and comprehensive understanding of the world around them and a deeper appreciation for the art of storytelling and the power of language to shape our perceptions and experiences.

2.4.1. Fiction

Fiction is a genre in which the author creates imaginary events and characters. This form of literature provides a canvas for exploring human experiences and emotions engagingly and reflectively. Fictional narratives allow readers to delve into imagined worlds, offering insights into the complexities of life through stories that, while not factual, resonate with authentic human conditions. The novel, a predominant form of fiction, is celebrated for its depth and breadth in character and plot development. It offers a comprehensive narrative encompassing myriad settings, from historical eras to futuristic worlds. Tompkins (2019) thoroughly explores how fiction, through novels, short stories, and other forms, facilitates an immersive experience in imaginary worlds while often reflecting on real-life themes and issues.

In addition to novels, short stories are another significant component of the fiction genre. They often focus on a single event or character, examining a specific theme or concept concisely and intensely. This brevity and focused narrative structure significantly impact the reader within a limited scope. In his seminal essay *The Philosophy of Composition* (1846), Edgar Allan Poe argues for the short story's ability to create a singular and unified effect on the reader, a concept he masterfully demonstrates in his works, such as *The Tell-Tale Heart* (1843) and *The Fall of the House of Usher* (1839).

Another noteworthy form of fiction is the novella, which falls between a short story and a novel in length and complexity. The novella allows for more detailed character development and plot elaboration than a short story but typically focuses on a singular narrative arc rather than the multiple, intertwining plots often found in novels. Novellas such as Franz Kafka's *The Metamorphosis* (1915) and Ernest Hemingway's *The Old Man and the Sea* (1952) showcase the form's potency in conveying profound themes within a compact narrative.

Flash fiction, also known as micro-fiction, is a contemporary short story form that has gained popularity for its extreme brevity. Although flash fiction stories typically have under 1,000 words, they aim to evoke the depth and emotional resonance of a longer work. This form challenges writers to create meaningful and complete narratives in minimal space. The collection *Flash Fiction Forward* (2006), edited by James Thomas and Robert Shapard, demonstrates this concise literary form's diverse and impactful possibilities.

Magic realism, a distinctive fiction style, blurs the boundaries between the real and the fantastical. It introduces magical elements into otherwise mundane, realistic settings, creating a world where the extraordinary is treated as an ordinary part of life. This genre is exemplified by Gabriel García Márquez's novel *One Hundred Years of Solitude* (1967) and Salman Rushdie's *Midnight's Children* (1981), where the authors weave fantastical elements seamlessly into stories that explore family dynamics, history, and cultural identity.

Science fiction and fantasy are sub-genres of fiction that explore imaginary worlds, often featuring futuristic technology or magical elements, respectively. These genres provide a platform for speculative thinking, allowing authors to explore "what if" scenarios that reflect our current society, technology, and morality. In works like Isaac Asimov's *Foundation* series (beginning in 1951) and J.R.R. Tolkien's *The Lord of the Rings* (1954-1955), readers encounter richly imagined worlds that offer commentary on real-world issues through the lens of the fantastical.

Each of these forms and genres of fiction offers unique ways to engage with imagined realities, allowing authors to explore human experiences, societal issues, and philosophical questions creatively and often enlighteningly. By immersing themselves in these diverse fictional landscapes, readers can gain fresh perspectives on the world around them and deepen their understanding of the human condition.

2.4.2. Non-Fiction

In contrast to fiction, non-fiction deals with factual narratives about real people, events, and ideas. This genre encompasses various formats, including biographies, autobiographies, memoirs, essays, and journalistic works. Non-fiction serves the purpose of informing, educating, documenting, or persuading, offering insights into real-world experiences and factual information. Biographies and autobiographies, for instance, provide detailed narratives of individuals' lives, offering perspectives on historical and contemporary figures. Works such as *The Diary of a Young Girl* by Anne Frank (1947) and *Long Walk to Freedom* by Nelson Mandela (1994) offer intimate glimpses into the lives of influential individuals, providing readers with a deeper understanding of their experiences, struggles, and triumphs.

Memoirs, another non-fiction form, focus on a specific period or theme in the author's life, often exploring personal growth, challenges, or cultural experiences. Examples like *Eat, Pray, Love* by Elizabeth Gilbert (2006) and *The Glass Castle* by Jeannette Walls (2005) demonstrate the power of memoirs to connect with readers on a deeply personal level, sharing experiences that resonate with universal human emotions and struggles.

Essays, a diverse and versatile form of non-fiction, allow authors to explore various topics, from personal reflections to social commentary and philosophical musings. Essays can be

informative, persuasive, or entertaining, often blending personal anecdotes with factual information and analysis. Works such as *Notes of a Native Son* by James Baldwin (1955) and *Men Explain Things to Me* by Rebecca Solnit (2014) showcase the essay's potential to address complex social and political issues, challenge prevailing narratives, and inspire critical thinking.

Journalistic non-fiction, including news articles, feature stories, and investigative reports, is crucial in informing the public about current events, social issues, and global concerns. Works like *In Cold Blood* by Truman Capote (1966) and *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (2010) demonstrate the power of journalistic non-fiction to uncover hidden truths, shed light on marginalised communities, and spark public discourse.

The role of non-fiction in shaping the individuals' understanding of the world is extensively discussed in *The Art of Creative Nonfiction* by Lee Gutkind (1997), highlighting the genre's capacity to convey authentic experiences and truths compellingly. Gutkind argues that when crafted with skill and integrity, non-fiction can be just as engaging and transformative as fiction, offering readers a window into the complexities of the human experience and the world around us.

Nevertheless, in recent years, the boundaries between fiction and non-fiction have become increasingly blurred, with the rise of genres like creative non-fiction and autobiographical fiction and including fictional elements in non-fiction works (Tabakow & Strobl, 2022). These hybrid forms combine the factual aspects of non-fiction with the narrative techniques and creative license of fiction, resulting in works that challenge traditional genre distinctions and offer new ways of exploring truth and storytelling.

Non-fiction, in its various forms, plays a vital role in our understanding of the world, providing insight into real-life experiences, historical events, and contemporary issues. By engaging with non-fiction works, readers can expand their knowledge, develop empathy, and better understand the complex realities that shape our lives and societies.

2.4.3. Drama

As a distinct genre in literature, drama is crafted with the intention of performance, setting it apart from fiction and nonfiction, primarily written for reading. This genre encompasses plays, scripts, and screenplays, emphasising dialogue and stage or screen directions integral to guiding performances. The essence of drama is to portray human conflicts and emotions, utilising a blend of spoken dialogue, action, and visual storytelling (Wahyu, 2023). Its impact lies in its ability to actively engage audiences, offering an immersive and immediate experience.

One key aspect of drama is its sub-genre, tragedy, which often centres on human suffering and moral dilemmas, leading to a cathartic experience for the audience. For instance,

Shakespeare's *Hamlet* (1609) is a quintessential tragedy that delves into betrayal, revenge, and existential angst themes. The play's exploration of Hamlet's internal struggle and the consequences of his actions exemplifies the power of tragedy to evoke deep emotional responses and provoke philosophical reflection. Comedy, another drama sub-genre, focuses on humour and often ends happily, aiming to amuse and entertain the audience. Comedies like Oscar Wilde's *The Importance of Being Earnest* (1895) use wit, satire, and irony to comment on social norms and human follies, exposing the absurdities and contradictions of societal expectations.

In an *Introduction to the Art of Theatre: A Comprehensive Text - Past, Present, and Future* (2007), Marsh Cassidy provides an insightful exploration of the world of drama. Cassidy elucidates how drama, from ancient Greek tragedies to contemporary films, captures varied facets of the human condition through its performative nature. The book highlights how classic works like Sophocles' *Oedipus Rex* (circa 429 BC) and contemporary pieces such as Lin-Manuel Miranda's *Hamilton* (2015) exemplify the genre's versatility and enduring relevance. By tracing the evolution of drama through the ages, Cassidy demonstrates how the genre continues to adapt and innovate, reflecting the changing values, concerns, and artistic sensibilities of different eras.

The modern play, evolving from these traditional forms, often experiments with structure, content, and themes, reflecting contemporary issues and experimental storytelling techniques. Plays like *Fences* (1985) by August Wilson, showcase modern drama's ability to address social problems with depth and nuance, particularly the African American experience in the 20th century. Wilson's play employs a realistic setting and complex characters to explore themes of family, identity, and the lasting impact of racial discrimination, demonstrating the power of drama to give voice to marginalised experiences and stimulate social discourse.

Moreover, screenplays form a critical component of drama in the age of cinema and television. They provide the blueprint for visual storytelling, merging dialogue with visual elements to create engaging narratives for the screen. Aaron Sorkin's screenplay for *The Social Network* (2010) demonstrates the effectiveness of this form in translating complex stories into compelling cinematic experiences. Sorkin's sharp dialogue, combined with the film's dynamic visual style, captures the zeitgeist of the digital age and the personal and social implications of the rise of social media.

2.4.4. Poetry

Poetry, a form of literature with ancient roots, is renowned for its use of aesthetic, rhythmic, and often rhyming elements to evoke deep emotions and convey complex ideas. The essence of poetry lies in its ability to distil profound thoughts and intense feelings into a concise, evocative language. Poets across ages have employed a variety of forms and styles, ranging from classic

sonnets and haikus to modern free verse, each offering a distinct way to articulate diverse human experiences.

The *Art and Craft of Poetry* (1994) by Michael Bugeja extensively explores poetry's myriad forms and styles. Bugeja delves into how different poetic structures, from fixed forms like the villanelle and sestina to more fluid forms like open verse, have been utilised to capture and express the nuances of human emotion and thought. This work underscores poetry's versatility and enduring appeal as a mode of creative expression.

Sonnets, a traditional form of poetry known for their structured 14-line format, have been a staple in Western literature. Shakespeare's sonnets, for instance, remain iconic for their exploration of themes like love, beauty, and mortality.

Free verse, a more modern and less structured form of poetry, rejects consistent meter patterns, rhyme, or any fixed structure, allowing poets to express their thoughts and emotions unrestrictedly. *Leaves of Grass* (1855) of Walt Whitman is a seminal work in free verse, offering a pioneering approach to form and content.

The in-depth study of various literary genres is imperative for grasping the full extent of literature's ability to mirror, critique, and deepen our comprehension of the world. Each genre, with its distinctive characteristics and established norms, provides a unique perspective to examine and interpret the myriad facets of human experiences. This aspect is particularly vital in educational settings, notably in teaching EFL. Integrating these literary genres transcends conventional language learning. It fosters a more holistic educational experience, intertwining language skills with cultural literacy and critical thinking. This multifaceted approach is crucial for students to develop a nuanced understanding of the language and the cultures it represents. The incorporation of these genres into EFL curricula is discussed in depth in *Literature in Language Education* by Hall Geof (2015), which emphasises the importance of literature in language learning and cultural exposure; it delves into the transformative role literature plays in EFL contexts, highlighting how literary texts act as conduits for cultural exchange, critical reflection, and empathetic development.

2.5. Didactics of Literature in EFL Context

2.5.1. Definition of Literary Didactics

In the evolving landscape of literary education, the didactics of literature—an area concerned with the teaching and learning of literary texts—have undergone significant transformations. This exploration delves into the multifaceted nature of literary didactics, traversing through its historical roots, contemporary evolutions, and critical advancements.

Historically, the didactics of literature have been centred on the transmission of literary knowledge. This traditional approach emphasises understanding the historical and cultural contexts of texts, the biographies of authors, and the evolution of various literary movements. As Bennett and Royle illustrate in *An Introduction to Literature, Criticism, and Theory* (2016), this method stresses the importance of contextual knowledge in literature studies. In the EFL context, this approach provides learners with a foundation in texts' cultural and historical backgrounds, which is crucial for understanding the nuances and connotations of a second language. However, this method can be limiting if not integrated with more interactive approaches, as it primarily focuses on the informational aspect of literature rather than its interpretative and expressive potential.

In contrast to the traditional model, contemporary didactics of literature focus on interactive and interpretative engagement with texts. This approach is well-articulated in Collie and Slater's *Literature in the Language Classroom* (1987), which advocates for learner-centred methods. These methods involve students actively interpreting and engaging with texts, fostering a deeper connection with the material. This approach is efficient in EFL settings, as it encourages language learners to comprehend and interact with the text, thereby enhancing language skills and literary appreciation simultaneously. Activities like group discussions, creative writing based on texts, and role-playing can be particularly effective. This approach also aligns with communicative language teaching, where the focus is on interaction as the means and goal of learning.

The critical approach to literary didactics goes further, involving critically examining literature. This perspective, as Appleman advocates in *Critical Encounters in High School English* (2000), promotes a pedagogy where texts are critiqued and analysed for their underlying ideologies and narratives. In the EFL classroom, this approach can be remarkably empowering. It encourages students to question and critique literary works' cultural, social, and political contexts, fostering critical thinking skills. For instance, examining a novel for its portrayal of gender roles or colonialism deepens students' understanding of the text and enhances their ability to think critically in a foreign language. This approach can be complemented by comparative literature studies, where texts from different cultures are analysed, offering a global perspective invaluable in language education.

2.5.2. Literature Didactics: Theory and Practice

As an academic discipline, the didactics of literature intricately weaves together theoretical knowledge and practical application in teaching and learning literature. This field, comparable in its complexity to language teaching, necessitates an integration of scholarly principles with hands-on classroom methodologies, as elucidated by Paolo Balboni in *Teaching Literature in a Second*

Language (2012). It involves imparting knowledge about literary genres, historical contexts, and authorial intent and cultivating students' skills in analysing, interpreting, and appreciating literary texts.

This pedagogical field extends beyond the traditional delivery of content. It aims to engage students with literary works actively, fostering critical thinking, empathetic understanding, and analytical skills. Key aspects of this discipline include the thoughtful design of curricula, careful selection of texts, and the application of teaching techniques that cater to the varied needs of students. As Claudia Kramsch highlights in *Context and Culture in Language Teaching* (1993), the didactics of literature are inherently interdisciplinary, intersecting with areas such as linguistics, cultural studies, and psychology to form a comprehensive and nuanced approach to literary education.

Moreover, the field is characterised by its dynamic nature, adapting to evolving educational philosophies and practices that reflect the changing landscape of literature and literary criticism. This adaptability is crucial for maintaining the relevance and engagement of literary studies in modern educational contexts, as Deborah Appleman advocates in "Critical Encounters in High School English" (2000). Her work underscores the importance of adapting pedagogical methods to contemporary societal issues and student experiences, thus enhancing the impact and relevance of literature studies.

Pedagogically speaking, the discipline of literature didactics is also delineated into two interconnected domains: the research space and the action space. Balboni (2012) outlines the dichotomy of research and action spaces in literature didactics, which offers a comprehensive understanding of how theoretical and practical aspects intertwine in literature education. This division provides a holistic framework for understanding and enhancing the teaching and learning of literature.

The research space in literature didactics is a domain of academic inquiry where educators and scholars develop theoretical approaches to literature. This involves deeply engaging with literary theories, pedagogical methods, and curriculum design. An example of this can be seen in the work of Mikhail Bakhtin, *The Dialogic Imagination: Four Essays* (1981), whose theories on dialogism have profoundly influenced literary studies. His ideas about the dialogic nature of texts have reshaped how literature is taught, moving away from monologic interpretations to more interactive, multi-voiced understandings of texts. This theoretical groundwork is essential for the evolution of literature teaching, ensuring its relevance and adaptability in various educational settings, from traditional classrooms to online learning environments.

Contrastingly, the action space is the practical application of these theories in the classroom. This is where educators bring theoretical insights to life. For instance, when applying Bakhtin's theories, teachers might encourage students to explore multiple perspectives within a text, engaging in dialogues that mirror the text's complexity. Activities might include collaborative discussions, role-playing, or debates designed to foster a deeper understanding and appreciation of literature. This space is also where educators assess the effectiveness of different pedagogical approaches, adapting them based on student responses and educational outcomes. An example of successful application can be found in the work of Sheridan Blau, who, in *The Literature Workshop: Teaching Texts and Their Readers* (2003), demonstrates how active engagement with texts can transform students' literary experiences.

The interplay between these two spaces is crucial. Theoretical advancements in the research space inform practical methodologies in the action space, while feedback and experiences from the classroom can lead to new theoretical inquiries and refinements. This dynamic relationship ensures that literature didactics is a continually evolving field, responsive to both academic developments and the changing needs of students.

Balboni's conceptualisation underscores the importance of a balanced approach in literature education, where rigorous academic research complements innovative teaching practices. The synergy of these spaces ensures that the didactics of literature are both intellectually robust and practically effective, catering to diverse learning environments and educational objectives.

2.5.3. The Rational of Integrating Literature in EFL Environments

Adopting literature into teaching methodologies in the evolving landscape of EFL education presents a compelling, multidimensional approach to language learning. This section explores the rationale behind incorporating literary texts into EFL teaching environments, scrutinising this strategy's myriad benefits and inherent challenges. The discussion delves into how literature enriches EFL learning experiences beyond conventional pedagogical boundaries, from its authenticity and linguistic richness to its profound cultural insights and motivational impact. Balancing academic rigour with practical insights, this discourse aims to illuminate the transformative power of literature in EFL contexts, offering educators a nuanced perspective on integrating this timeless educational resource.

2.5.3.1. Authenticity of Literary Texts

The primary advantage of using literature in EFL settings lies in its authenticity. As defined by Gilmore (2007), authentic materials are created for native speakers and involve real-life communication instead of resources specifically designed for language learners. Kramsch (1993) further elucidates this point, emphasising that literature exposes students to diverse linguistic

structures, idioms, and vocabularies, often missing in conventional textbooks. Such materials present the language in its most genuine form, steering learners away from the simplified or artificial versions predominant in EFL courses.

Authentic texts reflect real-world language usage and provide a window into the culture of native speakers (Mishan, 2005). They are not merely vehicles for conveying information but also embody the current language usage and topical discussions within a culture. This intrinsic nature of literature makes it a more challenging yet effective tool for language learning. It prepares learners to handle unpredictable real-world situations, enhancing their linguistic proficiency.

Proponents like Lazar (1999) advocate for including literary texts in the EFL curriculum due to their ability to reinforce language acquisition, expand linguistic awareness, and enrich cultural backgrounds. Literature, with its inherent educational function, can also trigger critical thinking and emotional awareness, contributing to the holistic development of learners. Cruz (2010) argues that literature, as aesthetic recreation, is an "authentic" source for language enrichment. It presents language in use and an aesthetic representation of spoken language within a cultural context. Hadaway (2002) supports this view, noting that literature demonstrates written language's diverse forms and functions, making it an invaluable resource in EFL classrooms.

Despite these advantages, there are notable challenges. Martinez (2002), as cited by Berardo (2006), points out the potential cultural bias in the literature. A profound understanding of the cultural context is often required, which can be daunting for learners with limited cultural exposure. Furthermore, literature's complexity and variety of linguistic structures can pose decoding challenges for lower-level learners.

Using literature as authentic material in EFL environments presents a multifaceted approach to language learning. While it offers rich, unmodified language exposure and a deep dive into cultural contexts, educators must navigate its inherent challenges. Considering learners' level and cultural background, a balanced approach can maximise the benefits while mitigating potential difficulties.

2.5.3.2. Cultural Awareness Through Literature

Incorporating literature in EFL teaching goes beyond language acquisition and extends into cultural enrichment. This section examines the role of literature in providing insights into the culture of English-speaking communities and its broader implications for fostering intercultural competence.

Literary texts serve as a conduit for cultural knowledge. Carter and Long (1991) and Brumfit and Carter (1986) emphasise that literature offers a glimpse into the culture of its origin. This is crucial in language learning, where understanding the cultural underpinnings is as important as

grasping the language. Kramsch (1993) highlights the necessity of understanding not just the semantic meanings of words but also their pragmatic meanings in context, which are deeply rooted in culture. Kramsch (1993) also asserts the inseparability of literature and culture, suggesting that language learning devoid of cultural understanding is incomplete. This is echoed by Valdez (1986), who views literature as a medium for transmitting cultural values and practices. This cultural transmission through literature allows EFL learners to grasp the subtleties and nuances embedded in the language. However, Widdowson (1984) warns against viewing literature solely as documentary evidence of a culture. While reflecting cultural realities, literature also creates its realities and should not be mistaken for a factual representation of culture.

Literature's role in fostering cultural sensitivity becomes paramount in contemporary academia, where concepts of multiculturalism, interculturality, and transculturality are prevalent (Stotsky, 1994; Naidoo, 1999). Sell (2002) advocates for a participatory pedagogy in literature teaching, allowing students to explore and understand different cultures without losing their native identities. This approach in literature education equips learners with the necessary cultural competence to interact effectively within various cultural contexts, as argued by social psychologist Erving Goffman (1990).

Summing up, literature in EFL teaching plays a critical role in cultural enrichment. It not only aids in understanding the language in its cultural context but also prepares learners for effective intercultural communication and understanding. As the global landscape evolves, the approach to cultural education in EFL settings must also adapt, embracing a more diverse and inclusive perspective.

2.5.3.3. Promoting Language Proficiency

Literature offers a rich tapestry of language styles and registers, presenting students with diverse linguistic expressions. This exposure is crucial for understanding and using the language flexibly and accurately in various contexts. Lazar (1993) underscores the value of narrative and poetic elements in literature, which challenge students to interpret meanings, infer nuances, and understand metaphorical or symbolic language. Such engagement improves interpretive skills and enhances the ability to appreciate and comprehend complex linguistic structures. Carter and Long (1991) further emphasise that literature's rich, descriptive language broadens a student's vocabulary and equips them with a more extensive range of expressive tools.

According to Divsar and Tahriri (2005), effective EFL instruction integrates literature systematically, making it accessible and beneficial for linguistic development. Literary texts convey meaningful content, often reflecting the author's experiences and emotions. As Malley (1989) argues, these texts, not initially intended for language teaching, enrich the language

learning experience by presenting genuine features of the written language across various difficulty levels. This approach encourages learners to think critically about language norms, forms, and conventions.

Krashen's (1985) language acquisition theory highlights the importance of motivation and engagement in learning. Literature, by providing intriguing contexts, motivates students and enhances language acquisition. Lazar (1993) notes that the multiple interpretations drawn from literary texts make them an abundant source for activities like discussions, where students share opinions and reactions. This active participation facilitates language use and contributes to language acquisition in a more organic, less structured manner.

Widdowson (1978, 1984) introduces the concept of 'usage' versus 'use' in language learning. 'Usage' pertains to knowledge of linguistic rules, while 'use' involves applying these rules in meaningful communication. Literary texts, with their intricate layers of meaning, enable students to engage in this 'use' aspect of language. They demand a negotiation of meaning, fostering a creative process in language acquisition. This contrasts with many EFL materials that often need to engage learners in such a dynamic interaction with language.

Collie and Slater (1987) argue that literature plays a significant role in developing language awareness. It familiarises students with vocabulary and structures used in everyday communication, both spoken and written. Literature requires careful selection to ensure that it meets the learners' needs and level of understanding. Moreover, as students engage with literary texts, they begin to appreciate the imaginative possibilities of language, recognising how meaning can be shaped by response and context. This awareness increases appreciation of the language's richness and variety.

Widdowson (1985) discusses the unique reality contained within literary texts, which requires students to engage deeply with the language to construct relevant schemata. Unlike non-literary texts, where meanings are often explicit and straightforward, literary texts frequently use implicit meanings. To interpret these texts, students must infer what is meant and negotiate meaning with the text. This process develops interpretative and inferential skills and heightens language awareness.

2.5.3.4. Personal Development and Motivation

Literature fosters deep personal engagement with diverse themes and emotionally rich narratives. Unlike standard language-teaching materials, literary texts often explore complex human experiences and emotions. Delanoy (1996) notes that this emotional engagement is crucial in creating a meaningful connection with the language, making the learning process more

memorable. Exposure to different perspectives and experiences through characters and narratives in literature can be a powerful tool for promoting student empathy and understanding.

The universality of themes in literature often leads to a self-discovery process for students. Carter & Long (1991) and Floris (2004) argue that literature helps students uncover social truths and gain insights into human experiences that are often relatable to their lives. This process is particularly significant in EFL settings, where literature allows students to explore new and unknown aspects of life and language, thereby nurturing their personal development and self-growth.

Personal involvement or empathy is central to the student's interaction with literature. It represents the reader's engagement with the story's author, characters, and events. Such involvement motivates learners to enhance their language awareness and cultural understanding, making learning more relatable and personally significant.

Widdowson (1983) highlights the motivational aspect of literature compared to conventional EFL texts. He argues that the predictable nature of standard EFL texts pales in comparison to the intrigue and complexity of literary works. The unpredictability and suspense inherent in literature captivate students' attention and motivate them to engage with the text. However, there is also a challenge here: literary texts' unpredictability and linguistic complexity can sometimes be daunting for learners accustomed to more straightforward EFL materials.

Carter and Long (1991) acknowledge that reading literary texts requires concentration, effort, and patience. This can be a double-edged sword: while it can motivate eager and interested students, it might demotivate those who find the texts overly challenging. Therefore, teachers must select appropriate literary materials that balance challenge and engagement. According to Collie and Slater (1987), Lazar (1993), and Kramsch (1993), when students are genuinely interested in the content, their enthusiasm can significantly facilitate the language learning process.

Educators are responsible for carefully selecting literary texts appropriate for their students' proficiency levels and interests. This careful curation ensures that the texts motivate and engage students rather than overwhelm them. By integrating literature that resonates with students' experiences and curiosities, teachers can foster a more dynamic and effective learning environment.

To encapsulate, using literature in EFL teaching offers unique advantages regarding personal development and motivation. It engages students emotionally and intellectually, promoting empathy, understanding, and a personal connection to the language. While the challenges of incorporating literature into the EFL curriculum are notable, the potential benefits of enhanced motivation and enriched learning experiences are significant. Teachers play a pivotal role in

selecting and presenting literary texts in a way that maximises their motivational impact while minimising potential frustrations for learners.

2.6. Theories of Literature Pedagogy in EFL Classroom

Imparting literary knowledge to EFL learners elicits a fundamental pedagogical question: What constitutes the most productive methodology for teaching literature in EFL contexts? This inquiry assumes greater import as English literary instruction extends beyond transmitting linguistic constructs to initiating students into the nuanced world of metaphor, allegory, and signification within literary texts. This complex duality mirrors the diverse pedagogical traditions historically shaping literary education.

In his seminal 1974 work, Applebee delineated three traditions underpinning literary instruction. Firstly, the ethical tradition envisions literature as a conduit for teaching sociocultural values, with texts instructing youth toward community ideals. Secondly, the classical tradition prioritises meticulous analysis of linguistic form and structure within texts. Lastly, the non-academic tradition advocates learner-centred engagement to foster personal appreciation and enjoyment of reading literature. These traditions establish the backdrop for examining theoretical frameworks articulated in Beach et al.'s (2011) *Teaching Literature to Adolescents*. This analysis encompasses student-centred, teacher-centred, and text-centred approaches within EFL literary pedagogy. Each orientation offers distinct perspectives on optimising learners' interaction with and assimilation of texts to build linguistic, interpretive, and analytical competencies.

2.6.1. Student-Centred Theory

Engaging EFL students in literature poses a unique challenge: bridging the divide between developing linguistic competency and fostering literary appreciation. The student-centred approach offers a promising pedagogical paradigm by situating the learner as the focal point of the educational experience. Proponents argue that granting students agency in determining literary content and learning methods enhances intrinsic motivation (Beach et al., 2011). This entails providing autonomy in text selection and engagement modalities.

At its core, student-centred pedagogy is rooted in the belief that education should facilitate intellectual growth rather than merely transmit knowledge (Moffet & Wagner, 1991). This shift prioritises cultivating original thought, personal relevance, and an experiential connection with literature over mandated curricular content. Barton and Booth (1990) claim that placing the onus of learning on students, the goal is to nurture problem-solving skills and intellectual independence. However, questions emerge regarding how much responsibility students can shoulder for outcomes and the appropriate extent of instructor intervention.

Analysis of this approach reveals its potential for engendering heightened engagement by enabling student choice, which is critical for EFL learners to foster deeper assimilation of language and content. Nevertheless, balancing autonomy and guided learning to meet educational objectives is vital. In practice, proponents argue that education is optimised when students or groups direct their trajectory through materials resonant with their interests and curiosities (Beach et al., 2011). The instructor thus facilitates access to diverse texts while scaffolding through strategic organisation and support during explorations.

However, entirely student-driven content risks limited literary exposure. Curricula needing more diversity and challenge may constrain intellectual expansion. Therefore, the teacher's role evolves into a curator and coach - curating a classroom library spanning genres, cultures, and styles while coaching text selections for a rich literary diet. Moreover, independent thinking must be complemented by collaboration. Regular conferencing about choices and activities can enable teacher guidance without supplanting student agency. Thereby, students retain their educational journey with support promoting cognitive maturation.

In summary, this approach advocates student-directed EFL literary engagement. However, effective implementation requires judiciously navigating the balance between autonomy and necessary guidance. When crafted optimally, the classroom becomes a site where literature is learned and lived as students relate texts to personal contexts and ambitions.

2.6.2. Teacher-Centred Theory

The teacher-centred paradigm, also termed transmission theories, represents a conventional model in literary education where instructors assume the role of primary knowledge disseminators and students are mainly receptive recipients. This pedagogy situates teachers as authorities and chief exegetes of texts from whom students imbibe factual knowledge and analytical insights.

As Beach et al. (2011) critiqued, transmission models privilege acquiring literary 'facts' that can eclipse the interpretive dimension. The heavily didactic emphasis risks relegating students to passive participants in their education, minimising opportunities to actively engage with texts and develop personal interpretations, thereby constraining cognitive maturation and literary appreciation. Along the same line, Carter and Long (1991) note the prevalence of teacher-fronted approaches internationally, often involving lecture discussions where students have limited participatory roles. Questioning frequently isolates textual components rather than fostering holistic engagement. Centralising interpretation with teachers disregards student experiences, potentially disengaging them. Moreover, prolonged detailed exposition often lacks relevance to students' broader literary education.

However, some scholars highlight the performative strengths of teacher-centric pedagogies. Showalter (2006) argues that charismatic teaching can transform classrooms into dynamic,

dramatic spaces. Within poetry instruction, oral renditions of texts can enrich students' encounters with aesthetic and emotional dimensions.

While teacher-centred techniques impart foundational knowledge, over-reliance on this model must be improved. The emphasis on fact retention and teacher exegesis can constrain analytical skills, critical thinking, and personal connections with texts. Undoubtedly, skilled teaching can create engaging environments. However, the balance between instruction and participation enables more enriching literary education. Pedagogy must accommodate student perspectives, allowing organic interactions with texts that connect to experiences, providing enduring cognitive and emotional benefits.

To sum up, while particular techniques within teacher-centric theory have value, especially in developing literary knowledge foundations, privileging this model in EFL contexts has limitations. Teaching must harmoniously combine guidance and student involvement to create classrooms where literature is taught and subjectively experienced and internalised.

2.6.3. Subject-centred Theory

The text-centred or subject-centred paradigm positions the academic content and subject matter as the cardinal axis of teaching and learning. As Ciornei and Grecu (2017) observe, this theory conceptualises education as a transactional process of depositing knowledge, often via a prescriptive curriculum. However, as seen during the communist era, this tactic of utilising literature to ingrain certain ideologies risks promoting uncritical acceptance of the knowledge's intrinsic value and the teacher or text's authority.

As Carter, Walker, and Brumfit (1989) assert, this method fosters developing knowledge about literature rather than directly engaging with texts to form independent interpretations and judgments. Students become passive recipients overly reliant on external authorities for meaning-making rather than exercising their critical faculties. Showalter (2003) critiques this "banking" concept where students are vessels to be filled by the omniscient teacher. The content-heavy focus can allow teachers' biases to shape the material, often unintentionally. Blending socio-cultural theory with student-centeredness allows structured content delivery while addressing individual interests and capabilities, enabling more holistic learning.

While content-centred, this approach does not preclude student interpretations or contemporary connections. However, teachers' analytical predilections take precedence, shaping the lenses applied to texts. Teachers must accurately assess and provide frameworks for students' autonomous meaning derivation. Hence, the content-centred class must balance giving information and enabling autonomous text engagement. Acquainting students with materials can empower independent analyses aligned with curricular objectives.

Finally, while text-centred approaches offer structured literary education, efficacy depends on facilitating critical thinking and engagement. Blending social learning with student-driven methods can enable deeper, analytical, and personally meaningful literary encounters.

2.7. Distinguishing Models and Approaches in Literature Teaching

An adequate selection of impactful approaches to teaching literature requires a comprehensive understanding of the foundational instructional models that provide overarching philosophical frameworks and emphasise their enactment through classroom techniques (Carter & Long, 1991). As an esteemed academic discipline, literature has undergone dynamic shifts in its instructional methodologies over time, primarily influenced by changing generational interests. Notably, in today's context, where modern society displays a waning enthusiasm for literary studies; particularly evident in English as a Second Language (ESL) and English as a Foreign Language settings, educators face the challenge of rekindling interest through innovative and adaptive strategies.

In recognition of these challenges, the academic community has proposed many teaching models and approaches, each to revive passion and engagement with literature among students. This synthesis provides an intricate and in-depth outline of established models pivotal to literature pedagogy, elucidates associated approaches, and illuminates how these differentiated methodologies are tailored to fulfil varied literary teaching objectives. By delving deep into the symbiotic relationship between theoretical models and their practical classroom applications, we can further strengthen the foundations of literature instruction to ensure it remains resonant and relevant for future generations.

Literary texts possess innate qualities that offer profound opportunities for student engagement through their multidimensional nature, including originality, universality, suggestiveness, and ambiguity (Maley, 1989). These intrinsic attributes allow for rich interaction with the literary work, fostering dialogue between students, enhancing language acquisition, and promoting personal cultural growth. However, Maley (1989) cautions that these advantages can only be fully realised if handled with care and intentionality. With proper methodology, the complexity of literary texts could be manageable for learners, eliciting frustration and resistance. This underscores the need for teachers to employ a systematic, consistent pedagogical framework optimised for literary studies.

Carter and Long (1991) established three seminal instructional models, each delineating distinct approaches for unlocking the potential of literary texts. The language model utilises literary works to strengthen students' linguistic and communicative skills. The cultural model examines literature as a window into cultural attitudes, values, and mores. Finally, the personal

growth model engages students in literary analysis to prompt self-reflection and emotional development (Lazar, 1993). While each model offers distinct benefits, Carter and Long (1991) advocate an eclectic approach that strategically blends models based on students' specific needs, texts' appropriateness, and desired learning outcomes. This adaptable integration of models allows teaching to remain responsive to diverse situations and evolving demands.

2.7.1. Language-Based Model

The language-based model advocates using literary texts as rich sources of authentic and varied language input for students. As Carter and Long (1991) established, this model emphasises the linguistic elements within a literary work and interpretation. The primary focus is on examining how language operates in literary texts to construct meaning, as Bock (1993) describes. Exposure to the wide range of contextualised vocabulary, grammar structures, rhetorical devices, and discursal patterns found in literature provides beneficial language input for learners.

This model diverges from approaches centred on personal connection or cultural examination by prioritising the development of students' linguistic knowledge and proficiency. The activities take a learner-centred approach to enhance skills in employing rhetorical and linguistic resources (Hirvela, 1993). Teachers design tasks encouraging students to engage closely with the literary language, analysing how meaning is transmitted through textual elements. Summary, prediction, and stylistic exercises are typical. Discussion centres on linguistic observations rather than solely interpretive responses.

This model fosters an appreciation for the aesthetic value intrinsic to literature by immersing students in the richness of literary language. Students become aware of the creative linguistic paradigms at play, enabling them to discern and appreciate the artistry of literary works.

As conceptualised by Carter and Long (1991), the language model is a pedagogical framework crafted to introduce students to literary texts from a primarily linguistic perspective. It hones linguistic skills while nurturing an appreciation for the creative piece of literature. This model is underpinned by various nuanced approaches that further its educational goals. Subsequent discussions will elaborate upon these unique and multifaceted approaches.

2.7.1.1. Stylistic Approach

The stylistic approach represents a linguistic avenue into literary analysis, examining how creative uses of language shape meaning and artistry within texts. As Maley (1989) notes, stylistics focuses squarely on the aesthetics of language as opposed to contextual factors. Leech and Short (2007) detail how stylistics studies literary discourse by analysing syntax, phonology, lexicon, and semantics. This microscopic look at grammar, sounds, vocabulary, and meaning

provides an objective perspective to balance more subjective reader responses, as Carter (1982) indicates.

Such stylistic investigation encourages the development of critical thinking skills, according to Jeffries and McIntyre (2010). By honing in on linguistic patterns, as Fakeye and Temitayo (2013) suggest, students practice closely reading and unravelling how stylistic choices construct the meaning and structure of a text. Attention centres on how an author selects words for specific effects, crafts structures, deviations, parallelism, and other creative paradigms. This stylistic decoding hones interpretive skills while expanding awareness of language's possibilities.

Accordingly, Lazar (2013) notes that stylistic study enables students to reach more meaningful, sensitive interpretations of literary works. It also provides excellent language practice by underscoring the versatility and impact of linguistic choices. Comparing literary versus non-literary uses, as Verdonk and Weber (1995) propose, highlights creative applications of language. However, Leech and Short (2007) caution that non-native speakers may intuit meaning differently.

Therefore, stylistics bridges literature and linguistics, equipping students with a systematic strategy for breaking down how creative language transmits meaning, as Widdowson (1994) advocates. This interdisciplinary approach leverages linguistic tools to illuminate literary craftsmanship. Students gain a deeper understanding and appreciation of artful language.

2.7.1.2. The Critical Literary Approach

The critical literary approach represents a distinct framework for engaging students with the innate complexity of literary texts. This approach is rooted in essential philosophy and pedagogy (Van, 2009), especially the teachings of Freire, to enhance learners' critical awareness and look beyond superficial interpretations to uncover deeper sociopolitical meaning.

The critical approach analyses texts' literary dimensions, including plot, characterisation, motivation, values, psychology, setting, and theme (Maley, 1989). Students can achieve better language proficiency and literary competency by directly confronting and unpacking these literary elements and conventions. However, implementing this approach requires students to possess an intermediate mastery of language skills and foundational literary knowledge. Without this baseline understanding, learners may become overwhelmed by the multidimensional nature of literary analysis.

For these reasons, Maley (1989) believes the critical approach can serve specific language learning and teaching goals, namely: 1) engaging learners in the more profound "literariness" of texts to improve literary and linguistic abilities and 2) fostering critical thinking to see past surface interpretations and grasp implicit sociocultural meaning. This underscores how the critical

approach aims to unlock the innate potential of literary works identified by Maley (1989), including their originality, universality, suggestiveness, and ambiguity.

The critical literary approach has its conceptual foundations in various theories centred on essential analysis, stemming from critical philosophy, critical pedagogy, and literary criticism (Van, 2009). By learning to decode literary works through this analytical lens, students recognise language as more than a neutral medium but a carrier of assumptions, narratives, and ideologies intrinsic to the culture of its creation. Learners are empowered to actively interrogate dimensions of representation, voice, and perspective as clues to underlying value systems and power dynamics encoded within the literary architecture.

In summary, the critical literary approach offers a philosophical and pedagogical framework for mining the complexity of literary texts to realise multidimensional learning objectives. Teachers can actively develop essential awareness, language proficiency, and sociocultural insight by scaffolding students' emerging critical faculties and grounding analysis in literary elements. The approach represents a deliberative methodology for tackling the inherent richness of literature (Maley, 1989; Van, 2009).

2.7.1.3. Paraphrastic Approach

The paraphrastic methodology occupies a narrow yet potentially facilitating role within multifaceted approaches to literary pedagogy in EFL contexts. As an instructional approach, it centres principally around the technique of paraphrasing, whereby teachers rehearse, translate, or reword passages of a literary text into syntactically and lexically simplified forms to make surface aspects of the narrative accessible to learners in their developmental stage of language acquisition (Mustakim et al., 2014). Students are encouraged through paraphrasing scaffolds to comprehend and recount even subtle literary details, building language proficiency and early analytical skills.

However, the paraphrastic approach has drawn criticism for its inherently teacher-centred qualities and lack of opportunities for enriching engagement in literary study, as noted by Ling et al. (2016). The focus remains mainly on superficial, face-value aspects of the text rather than critical interpretation or appreciation of its artistry. As learners mature, over-reliance on paraphrasing can inhibit the evolution of skills needed for close reading, literary analysis, and grasping nuanced layers of meaning.

Nonetheless, Rosli (1995, as cited in Radzuwan, 2010) argues for the merits of reasonable paraphrasing in the initial scaffolding phase, contending that it facilitates fledgling language learners to gain preliminary narrative comprehension. Hwang and Embi (2007) concur that it allows teachers to calibrate linguistic complexity to students' current proficiency levels through modified vocabulary and sentence structures. Hence, in moderation during the early stages of language development, paraphrasing can provide a stepping stone toward enriched

comprehension and engagement with literary texts, aligning with Maley's (1989) cautions against squandering the multidimensional potential of literature through overly simplistic treatment.

The paraphrastic approach inhabits a limited yet potentially valuable space along the continuum of literary pedagogy for EFL learners. While it cannot singly equip students with advanced analytical skills or appreciation for literary artistry, selective paraphrasing may scaffold initial access and recount ability. As learners progress, the approach warrants phasing out for more enriching models, underscoring that temporary simplification should enable deeper engagement, not preclude it.

2.7.1.4. Aesthetic Approach

The aesthetic approach represents a vital strand within the broader language-based model for literary instruction in EFL contexts. This approach centres analysis on examining and appreciating the linguistic artistry and formal stylistic elements that constitute the essence of a literary text (Widdowson, 1983). The focus is on understanding literature's effects as achieved through the artistic medium of language itself.

Advocates contend that studiously attending to the aesthetic dimensions of texts provides a pathway to unlocking their depths of meaning. By how writers use techniques like figurative language, imagery, structure, rhythm, and syntax, students can develop critical language awareness and heightened engagement with the meanings conveyed through creative linguistic expression (Van, 2009). The aesthetic lens frames literature as an artistic use of language rather than merely a cultural artefact.

As Stojmenska-Elzeser (2013) notes, the aesthetic approach remains one of the most indispensable, advised, and acceptable models for teaching literature, as it optimises methodologies that refine readers' critical language awareness and meaningful interpretation. More recently, White (2009) has described teaching through aesthetics as studying sensory or sensory-emotional values, underscoring literary language's philosophical and experiential impacts.

However, an exclusively aesthetic focus can become overly technical if not balanced with cultural and reader-response approaches. Students may need to grasp deeper themes or relate meanings to lived experiences to decompose texts into rhetorical tricks. Over-emphasis on stylistic analysis also risks reducing engagement to cold intellectual exercise rather than an emotionally resonant quest for truth and beauty.

Thus, the aesthetic approach requires thoughtful integration with cultural models exploring societal connections and reader proficiency in rhetorical devices and figurative language to elicit personal reactions to the text. This preserves space for students to connect with characters emotionally while probing the cultural significance of language patterns. Careful scaffolding

guides learners to appreciate artful language and literature's inspirational spirit. In recent decades, proponents of the aesthetic approach have championed it as a means of reasserting the artistic autonomy of literary texts amid pushes to politicise literature by viewing it reductively as a product of ideology or cultural attitudes and to restore reverence for literature's inherent artistic worth. (Jay, 2014).

Ultimately, while the aesthetic lens highlights the formal essence of the literary text, an integrated approach is needed to catalyse engaged, meaningful study. The interplay of artistry, culture, and resonance must be cultivated in balance. Levine (1994) advocates returning to aesthetics in education while cautioning against literature losing its existential importance. Literature's artistic medium gives shape to its transcendent spirit. Therefore, the aesthetic approach is vital to appreciating literature's singular linguistic essence but requires integration with cultural and reader-response models to catalyse engaged, holistic study thoroughly. An inclusive framework illuminates artistry while leaving room for cultural connections and personal resonance.

2.7.2. Cultural Model

The cultural model represents one established philosophical framework within the multifaceted approaches to teaching literature in EFL contexts. This model centres analysis around illuminating the cultural dimensions encoded within literary texts. It examines language as an artefact that reflects the social, political, and historical contexts surrounding its creation (Carter & Long, 1991). Through this cultural lens, learners are guided to explore and interpret literary works from various vantage points, investigating the history of literary movements, author biographies, geographical settings, customs, ideologies, and schools of thought imprinted on the text. The overarching aim is to develop students' empathy, appreciation, and mental flexibility in engaging with diverse cultures represented across the rich tapestry of literature (Carter & Long, 1991).

A vital function of the cultural model is utilising literary study to help “students understand and appreciate cultures and ideologies different from their own” (Carter & Long, 1991, p. 2). Analysing texts against the backdrop of the cultures producing them opens windows to new worldviews, thought patterns, and artistic forms outside students' familiar environments. Learners are encouraged to compare and contrast these perspectives with their own, gaining intercultural awareness and mental agility in processing alternate modes of interpretation, expression, and meaning-making. However, Carter and Long critiqued this model's teacher-centered nature and lack of extended opportunities for students to practice active language.

Nonetheless, the cultural model facilitates crucial interdisciplinary links between language, literature, and culture (Brumfit & Carter, 1986). Studying linguistic patterns and structures in texts

through the lens of the surrounding cultural elements represented allows appreciation for how “language and culture are bound up with each other and interrelated” (Brown, 1989, p. 65). Investigating the author’s biography and a work’s literary/historical context provides clues to interpreting the meanings moulded by the culture that initially produced the text (Carter, 1996). This immersive cultural framing prepares students to analyse literature as “one major aspect of culture” (Brumfit & Carter, 1986, p.28) and language as an evolving carrier of the values, assumptions, and preoccupations intrinsic to the culture of its speakers and writers.

Cultural model proponents argue that approaching literature in isolation from cultural insights results in a hollowed-out understanding limited to accumulating facts about texts rather than developing responsive reading and fuller interpretation. Carter and Long (1991) caution that “Knowledge about literature means accumulation of facts about literary context, dates, authors, and literary terms, can easily become knowledge for its own sake and does not lead automatically to a more responsive reading to a fuller interpretation of a text” (p. 4). This critique points to the need for reasonable balance rather than total reliance on the cultural model, echoing doubts about its capacity to single-handedly cultivate the analytical and interpretive skills required for students’ literary development.

Nonetheless, the cultural model offers a means for examining literature’s role as both a product and vehicle for transmitting culture through the creative use of language. Students analytically probe how linguistic and literary choices encode cultural assumptions and preoccupations. This builds awareness that language is never neutral but carries echoes of the culture from which it emerges. As Khatib (2011) notes, understanding the cultural background provides a conceptual anchor for making sense of texts and appreciating the cultural perspectives interwoven with the target language. The model offers pathways to analyse literature’s role in conveying, questioning, or subverting dominant cultural narratives and values.

In moderation, as part of a multidimensional approach, the cultural model can significantly expand learners’ intercultural horizons and literacy. Nevertheless, as Carter and Long cautioned, solely accumulating factual knowledge about textual origins risks sidelining responsive reading, critical thinking, and interpretation skills central to engaging meaningfully with literature. Thus, the cultural model should be thoughtfully integrated with other approaches that cultivate students’ analytical faculties and creative co-construction of textual meanings.

The cultural dimensions of texts must be addressed in a robust literary education. However, exclusively relying on cultural context risks treating literary works like cultural artefacts behind museum glass rather than living repositories of insight with relevance for today. The aim should be building bridges between cultural study and personal resonance. Overall, the cultural model offers an essential pillar within a more significant pedagogical foundation but requires balancing

with learner-driven inquiry and contemporary connections to fulfil literature's potential. The cultural riches unearthed need thoughtful activation to come alive for new readers. The cultural model often incorporates various approaches to facilitate a more profound comprehension of literature from a cultural perspective; the following are some common approaches within this model.

2.7.2.1. The Information-based Approach

The information-based approach represents one prominent strand within the broader cultural model for literary instruction in EFL contexts. This approach centres analysis on comprehensively building students' knowledge of the contextual factors surrounding a text's origins and the literary conventions of its genre. The focus is methodically furnishing learners with relevant cultural, historical, biographical, and technical information as a conceptual scaffold for interpreting the work (Thunnithet, 2011).

Advocates contend that internalising key factual, contextual details provides the necessary literary schema for students to make sense of texts emerging from unfamiliar cultural spaces and traditions (Carter & Long, 1991). Before meaningful literary analysis can occur, foundational comprehension requires sufficient information about the author's intention, writing style, literary techniques, publication context, cultural references, and genre conventions imbuing the work with layers of meaning. The information-based approach thus seeks to systematically enrich students' literary mental models as a gateway to deeper engagement.

In practice, EFL teachers spend substantial class time presenting and explaining requisite contextual details surrounding the literary text—author biography, intended meanings, structure, language use, literary devices, historical setting, cultural elements, etc. (Mustakim et al., 2014). The learning tasks and materials emphasise absorbing these teacher-curated details through lectures, note-taking, and comprehension questions. The goal is methodically equipping students with enough cultural, historical, and technical insight to grasp the basics when independently reading challenging literary texts.

However, critics argue that this information-transmission focus often descends into rote fact retention at the expense of active reading and meaning-making. Students may compile facts about a text without developing skills to critically analyse language, uncover latent themes, or connect meanings to contemporary society and their own lives (Ling et al., 2016). Solely furnishing students to comprehend literature risks viewing texts as static objects rather than living works with evolving relevance beyond their origins.

Thus, while foundational cultural and contextual information constitutes helpful scaffolding, an exclusively information-based model still needs to be completed. Researchers advocate

balancing the transmission of literary knowledge with student-driven inquiry, analysis, and interpretation. For instance, teachers can provide key biographical details on Shakespeare and then have students explore how life events shaped themes across several plays. This scaffolds understanding while developing critical thinking.

Ultimately, information furnishes literary roadmaps, but the terrain still requires navigating. An integrated approach blending information-based instruction with meaning-oriented literary exploration allows learners to fully activate, analyse, and personalise the riches of literature. Knowledge of conventions opens textual doors, but direct experience studying artistry and themes transforms that knowledge into living insights. Information provides crucial cornerstones, but active learning cements deeper literary comprehension. Bridging information transmission with analytical thinking empowers students to traverse the terrain of literature with enlightened eyes, prepared to engage literary encounters critically and creatively on the path ahead.

2.7.2.2. Historical Approach

The historical approach represents another key strand within the cultural model for literary studies in EFL contexts. This approach centres analysis on situating literary texts within their historical backdrop to highlight how creative expression relates to and reflects the social climate of its time. The emphasis is on fostering students' historical consciousness and understanding literature's role as both a product and shaper of cultural change (James, 2012).

Advocates contend that examining literary works in their historical context provides crucial insights into the conditions, values, and events that influenced the author's perspective and creative choices. This helps illuminate why specific themes, styles, and genres emerged at particular moments as writers engaged in their societal context. Students develop historical thinking by assessing how texts epitomise, comment on, or diverge from the cultural ethos of their era (Talif, 1991).

In practice, EFL teachers emphasise building students' foundational knowledge of the historical period surrounding a literary work. Lessons accentuate critical political events, social changes, cultural trends, and artistic movements that contextualise the text's creation. Learning tasks prompt students to analyse how literary form and content reflect historical influences by comparing periods and genres. James (2012) declares that the primary goal of such an approach is developing historical consciousness to see literature and history as interconnected realms of meaning.

However, exclusively focusing on contextual history risks reducing literary study to cultural artefact analysis, marginalising the aesthetic qualities of texts. Literature's artistry should remain

central, using history as a lens to enrich understanding rather than an end unto itself. Avoiding a purely scientific approach allows literature's emotional and philosophical spirit to come alive.

An integrated historical approach uses contextual insights to illuminate, not override, the literary dimensions of texts—background knowledge of historical forces and artistic movements scaffolds comprehension of themes, forms, and styles. However, the emphasis remains on how writers creatively wrestle with the currents of their times through language, character, and narrative. Facts provide context, while close reading elicits deeper resonance.

Ultimately, the historical approach offers a portal into literature's role as both a product and shaper of cultural change over time. Situating works in their historical moment spotlights the societal dialogue they engaged. However, texts should be springboards to transhistorical realms of imagination and human understanding. Background frames meaning, while literature transcends it. In summary, the historical approach provides crucial scaffolding but requires integration with literary analysis for meaningful engagement. Teachers must nurture the aesthetic spirit of literature even while elucidating its cultural context. Facts set the stage, but poetic language and universal themes steal the show. Literature's art comes alive when history informs rather than overrides.

2.7.3. Personal Growth Model: Reader-Response Approach

The personal growth model, which comprises a personal-response approach, represents a learner-centred approach to teaching literature in EFL contexts. This model focuses on using literary texts as a vehicle for students to connect themes and issues to their own lives, fostering personal development and self-actualisation (Hwang & Embi, 2007).

A fundamental premise is literature's power to cultivate students' character, emotions, and critical faculties by engaging them in texts illuminating the human condition's dimensions. Readers are encouraged to express personal opinions, draw connections between fictional worlds and their own experiences, and discuss issues stimulated by the text (Carter & Long, 1991, as cited in Padurean, 2015). As Cadorath and Harris (1998) explain, the text directs readers to construct meaning from their experiences. Literature becomes a tool for identity formation through this process-based model centred on interpretation and meaning-making rather than just acquiring content knowledge. Students are active participants, intellectually and emotionally engaging with texts to develop an understanding of literature while using it as a resource for personal growth.

This approach encourages learners to apply higher-order thinking skills in assessing issues, making text-to-self connections, and articulating personal responses (Bibby & McIlroy, 2013). Literature is carefully selected to meet developing language skills while exposing students to

themes facilitating self-discovery. Learning occurs when readers interpret and construct meaning from texts based on their experiences.

By encountering diverse perspectives, students can gain insight into the human condition and see literature's relevance to their lives. Exploring universal themes encourages appreciation of literature as reflecting life experiences across cultures and periods. Students are prepared to face challenges through vicarious immersion in imaginary worlds.

However, The Personal Growth Model, while offering a holistic approach to literature through personal reflection and connections, Chlopek (2008) points out several substantial challenges in implementing such a model in the EFL contexts stemming from language barriers that hinder comprehension and self-expression, cultural dissonance between readers and texts, individual differences in experience and emotional readiness, and constraints around time and teacher preparation. Specifically, limited English proficiency of the students may obstruct nuanced analysis; cultural references may alienate readers; overemphasis on personal reactions could eclipse critical textual analysis; varied backgrounds and sensitivities among learners can preclude shared understanding; demands on instructors to facilitate intimate discussions may be unrealistic, and time limitations could curb in-depth explorations.

When taken together, implementing the Personal Growth Model in EFL classrooms requires mitigating these challenges through strategic scaffolding of language and cultural knowledge, maintaining balance with skill-building, adapting materials and discussions to learners' needs, and allowing flexibility based on constraints. Careful tailoring enables meaningful personal literature explorations within authentic linguistic and pedagogical contexts.

2.7.3.1. Moral-Philosophical Approach

The moral-philosophical approach represents one strand within the broader personal growth model for literary studies in EFL contexts. This approach analyses the moral values, ethical teachings, and philosophical ideas conveyed through literary works. As Mustakim et al. (2014) explained, the moral-philosophical approach seeks to leverage the study of literary texts to cultivate ethical awareness in students and guide their maturation.

Central to this approach is examining the instructive dimensions of texts to extract moral lessons and philosophical wisdom. Learners are guided to identify, comprehend, and apply the virtues and principles illustrated in stories to their lives (Rashid et al., 2010). By deriving such meaning from creative works, students achieve greater self-realisation and formulate their moral compass (Bridget & Omar, 2007).

While language and aesthetics are secondary, mining texts for moral gems can increase appreciation of nuanced themes in future readings (Mustakim et al., 2014). Thus, this model equips students with values for good citizenship and maturity.

However, the moral-philosophical approach has drawbacks, especially for EFL learners. Its intense focus on “judging” morals within works may distract from artistic merits and linguistic features, which are also essential in literary study. The model’s reader-response nature also means interpretation varies based on students’ developmental stage, requiring careful scaffolding in EFL contexts to avoid misconstruing meaning.

Cultivating moral awareness should eschew simplistic indoctrination, as engaging with complex philosophical questions enhances critical faculties. The pursuit of tidy moral lessons in literature frequently entails the peril of oversimplification, diminishing the inherent richness of ambiguities in literary works. Additionally, such an approach tends to valorise Western paradigms of virtue, necessitating adaptation to accommodate the diverse needs of EFL learners.

While the moral-philosophical approach recognises literature’s influential role in values education, implementing it fruitfully in EFL classrooms demands balancing its limitations. Literature presents a tapestry of human experience, not simply moral exemplars. A thoughtful, ethical lens can enrich discussion but should augment, not overshadow, artistic, cultural, and linguistic study. Students require guidance to go beyond reductive lessons and wrestle with the intricate moral nuances that impact diverse lives.

2.7.4. The Integrated Approach to Teaching Literature

The integrated approach to teaching literature combines language and literature instruction, providing students with a holistic learning experience that enhances both their linguistic and literary competencies. Savvidou (2004) presents a compelling argument for an integrated approach to enhance the effectiveness of teaching literature within EFL settings. As she clarifies, this approach is not merely a conglomeration of techniques but a strategic blend of several pedagogical models. The essence of this integration lies in its capacity to transcend the conventional paradigms of language instruction, which often focus narrowly on the linguistic components of literary texts.

Savvidou emphasises that the integrated approach aims to transform the literary experience in EFL classrooms into something far more engaging and enjoyable than traditional methods. Moving beyond linguistic acquisition, this approach seeks to make literature a dynamic tool for comprehensive language development and cultural exploration (Savvidou, 2004).

Central to Savvidou's philosophy is the idea of methodological integration. This concept entails using literary texts to amalgamate various instructional models. Such a blend ensures that

students are not just passively receiving linguistic knowledge but actively engaging with the texts to promote their basic language skills and broaden their understanding of language use in diverse contexts.

In practical application, the integrated approach to teaching literature in EFL classrooms transforms how literary texts are utilised. Rather than serving solely as tools for teaching grammar and vocabulary, these texts become comprehensive resources for holistic language development. This approach entails active engagement with literary works, enabling students to enhance their reading and comprehension skills and improve their speaking, writing, and listening abilities. It further involves delving into the thematic and stylistic nuances of literature, which fosters critical thinking skills as students learn to analyse and interpret texts in a sophisticated manner. Additionally, the rich contextual settings of literary texts serve as practical tools for fostering cultural understanding and empathy among students. Savvidou (2004) highlights the motivational benefits of this approach, noting that the enjoyment and personal connection students experience with literature can significantly boost their motivation and interest in learning the language. Empirical evidence supports the efficacy of Savvidou's integrated approach. Studies in the field of EFL education have consistently shown that when literary texts are employed in a manner that integrates linguistic, analytical, and cultural elements, there is a notable enhancement in student engagement, language proficiency, and cultural awareness (Khatib et al., 2011; Lazar, 1993).

Savvidou's integrated approach offers a nuanced and effective strategy for utilising literature in EFL classrooms. By intertwining various pedagogical models, this approach elevates the teaching of literature from a mere language exercise to a rich, multidimensional educational experience. It enhances students' language skills and enriches their cultural understanding and personal development, thereby redefining the role of literature in language education.

2.8. The Role of Literature in Fostering Diverse Skills within EFL Pedagogy

Integrating literature in EFL instruction represents a dynamic and multifaceted approach to language learning. Beyond the mere acquisition of linguistic skills, literature opens a gateway to a richer, more profound educational experience. It allows students to immerse themselves in varied linguistic styles, explore diverse cultural contexts, and engage with complex thematic material. This multifaceted engagement with literary texts enhances the core language skills of reading, writing, speaking, and listening and cultivates critical thinking, a crucial competency in today's globalised world.

2.8.1. Reading Skills through Literature

Literary texts are inherently rich in language, style, and content, providing a diverse range of genres, from the narrative complexities of novels to the concise expressiveness of poetry. Shang

(2006) underscores the active nature of reading literature, emphasising that it involves much more than the passive consumption of words. Instead, it requires deep engagement with various layers of meaning, context, and form. This kind of textual interaction demands interpretation and critical thinking, as students are encouraged to explore beneath the surface of the text. Such engagement enhances comprehension skills and fosters a deeper appreciation of linguistic subtleties and stylistic nuances, contributing significantly to developing advanced reading skills.

The role of pleasure and personal connection in reading literature is crucial. Rosenblatt (1994) highlights that reading for enjoyment is a critical motivator in language learning. When students connect personally with a text, their motivation to read and explore further is significantly heightened. This emotional engagement, whether through identifying with a character's journey or being moved by the beauty of a poem, not only makes the reading experience more enjoyable but also enriches the learning process. Therefore, the affective dimension of reading literature plays a vital role in sustaining students' interest and commitment to reading, thus aiding in their language development.

Literature is a powerful tool for introducing students to diverse cultures and perspectives. Literary texts expose Learners to different cultural contexts, idiomatic expressions, and historical settings. This exposure is invaluable for developing a comprehensive understanding of the language and its cultural underpinnings. Reading literature from various parts of the world allows students to traverse cultural boundaries and gain insights into the lives and experiences of others, fostering empathy and a global perspective. Such cultural and contextual knowledge is educational and crucial for developing language proficiency and cultural literacy.

The role of literary texts in vocabulary and grammar acquisition is significant. Literature presents language in its most nuanced form, offering students a rich resource for learning new vocabulary and understanding complex grammatical structures within a meaningful context. The sophisticated and varied use of language in literature provides a natural and engaging way for students to encounter and learn new words and grammatical patterns. Learning vocabulary and grammar is often more effective than direct instruction, as it allows students to see how language functions in different contexts and styles, enhancing their overall language competence.

2.8.2. Writing Skills Through Literature

The emulation of literary styles and techniques, as Stern (1991) articulates, is a fundamental aspect of learning writing skills through literature. Students engaging with literary texts are exposed to various writing styles and techniques that shape their writing abilities. This process involves more than just imitation; it is about absorbing and understanding the elements that make literary works compelling and captivating. For instance, students learn the art of story

development, character creation, and descriptive language by analysing a well-crafted narrative. As they dissect different literary styles, students gain insights into diverse writing approaches. This exploration allows them to experiment with and refine their literary style, enhancing their ability to craft compelling narratives and articulate thoughts with clarity and creativity.

Similarly, literature serves as a springboard for creative writing and thematic exploration. Engaging with various literary works, students can undertake creative writing tasks such as story writing, poetry composition, or crafting thematic essays. These exercises allow students to delve into the themes, characters, and narratives they encounter in literature and reinterpret them in their unique voices. This aspect of writing encourages students to harness their imagination, develop original ideas, and articulate them in a structured and coherent manner. The creative process also fosters a deeper understanding of literary themes. It enhances students' ability to think critically about the world around them, connecting the literature they read and their experiences and observations.

Literature is instrumental in developing students' skills in critical analysis and argumentation. Students learn to dissect themes, understand character motivations, and analyse narrative structures by engaging with complex texts. This analytical process is crucial in forming well-reasoned arguments and expressing interpretations in a coherent and scholarly manner. Such skills are essential not only for language learning but also for academic success across various disciplines. A critical component of academic writing is critically evaluating texts and presenting arguments effectively. It enables students to engage with academic discourse, contributing their perspectives and interpretations to broader scholarly conversations.

2.8.3. Listening Skills Through Literature

Literary materials, particularly in their audio form, provide students with valuable exposure to various accents, dialects, and speech rhythms. Lazar (1993) underscores the importance of using recorded literary materials in language education. This exposure is crucial in developing a well-rounded understanding of English as it is spoken in different regions and cultures. When students listen to these recordings, they become acquainted with the myriad ways English can be articulated, fostering adaptability and comprehension in real-world listening scenarios. This diversity in a spoken language not only aids in awareness but also prepares students for effective communication in a globally connected world.

Literature's rhythmic and phonetic nuances, especially poetry, significantly enhance listening skills. As Shang (2006) highlights, the musical elements of poetry, such as rhyme, meter, and alliteration, contribute to a deeper understanding and appreciation of the phonetic aspects of the language. Engaging with poems like Robert Frost's "The Road Not Taken" allows students to

experience and internalise aspects of pronunciation, stress patterns, and the natural rhythm of English speech. This immersion in the acoustic qualities of language enhances pronunciation skills and enriches the auditory experience of language learning.

Complex literary texts, when engaged with aurally, significantly improve listening comprehension skills. Listening to stories, plays, or poems requires students to interpret and understand the content, grasp underlying themes, and comprehend the emotions and nuances conveyed through spoken words. This form of engagement deepens their listening comprehension and sharpens their ability to follow and interpret narratives. Furthermore, it aids in developing the versatility to understand spoken language in various contexts, from casual conversations to complex academic discussions.

2.8.4. Speaking Skills through Literature

Literature is an invaluable tool for fostering oral communication skills through classroom discussions. As Saraceni (2003) highlighted, arguments based on literary texts significantly enhance speaking abilities. Engaging with complex literary works such as Shakespeare's "Hamlet" or Orwell's "1984" in a discussion format compels students to articulate their ideas and arguments clearly and persuasively. These discussions improve students' fluency and confidence in speaking and develop their critical thinking skills. As students debate character motives, themes, and narrative structures, they learn to express their thoughts in a structured and coherent manner, adapting their language to the discussion's context. Such an interactive approach to literature makes learning more dynamic and helps students refine their speaking skills practically and engagingly.

Literature is a rich reservoir of ideas, emotions, and experiences students can explore and express. The diverse range of characters, narratives, and settings in literature provides students with many topics and emotions to discuss. This variety enables students to practice expressing their opinions, feelings, and thoughts in English, enhancing their communicative competence. As they relate to characters or delve into the emotional depth of a story, students learn to articulate complex emotions and thoughts, improving their ability to communicate effectively and empathetically in a foreign language.

Role-playing and dramatising literary scenes are highly effective strategies for improving speaking skills in the language classroom. By embodying the characters from literary texts, students must understand the text deeply and be able to effectively convey the characters' emotions, motivations, and dialogues. This immersive approach to literature requires students to use language creatively and dynamically, adapting their speech to fit the context and persona of the characters they portray. Such activities make learning more engaging and provide a practical

context for students to practice and enhance their speaking skills, including pronunciation, intonation, and fluency.

Incorporating literature in EFL teaching is pivotal for fostering critical thinking among students. This approach transcends essential language acquisition, delving into deeper realms of understanding and interpretation. With its rich tapestry of contexts, themes, and narrative styles, literature is a robust medium for cognitive and intellectual development. It propels students beyond simple comprehension, urging them to analyse, interpret, and critically evaluate the content, thus broadening their cognitive horizons.

2.8.5. The Role of Literature in Developing Critical Thinking

Literature inherently invites diverse interpretations and in-depth analysis. Erkaya (2005) emphasises the role of literature's varied contexts and themes in stimulating cognitive development. Engaging with a literary text is not a passive act of information processing but an active interrogation of meanings, motives, and arguments. This interaction is crucial for developing critical thinking skills. It requires students to navigate narrative complexities, understand underlying themes, and challenge their preconceptions, leading to more holistic intellectual growth.

The analysis and interpretation of literature necessitate a profound engagement with the text. Students explore elements like character development, plot intricacies, thematic depth, and the use of literary devices. Taking George Orwell's "1984" as an example, students encounter complex themes such as totalitarianism and personal freedom, compelling them to draw real-world parallels. This deep engagement enhances understanding and fosters critical thinking by challenging students to question and interpret the broader implications of the text.

Critical thinking in the context of literature extends to evaluating the author's message and synthesising it with personal knowledge and experiences. This evaluation process is vital in developing analytical skills. Students must critique the narrative's credibility, the arguments' potency, and the rhetorical devices' effectiveness. Such evaluative practices are fundamental in sharpening a student's analytical acumen and fostering intellectual independence. Furthermore, Participation in discussions and debates based on literary works is another significant way to nurture critical thinking. These discussions compel students to articulate their interpretations, confront differing viewpoints, and refine their arguments. For instance, debating the ethical difficulties in Mary Shelley's *Frankenstein* can spark discussions on scientific ethics, the essence of humanity, and moral responsibility, thereby enriching the intellectual milieu of the classroom.

Literature often reflects societal issues and personal experiences, making it an invaluable tool for connecting with broader worldviews. Students gain a more intricate understanding of the

world by engaging with texts that mirror various cultures, historical epochs, and societal dilemmas. This augments their linguistic capabilities and cultivates a more empathetic and informed global perspective. Pedagogically speaking, to effectively integrate critical thinking skills through literature in the EFL classroom, educators can adopt diverse pedagogical strategies. Methods like Socratic seminars, thematic analyses, and comparative studies of texts from varied cultural backgrounds can be instrumental. Such methodologies promote a deeper engagement with texts, thus creating an educational environment where critical thinking is continually nurtured and valued.

2.9. Literary Competence in EFL Setting

2.9.1. Definition of Literary Competence

The concept of literary competence has been a central focus in the literature pedagogy and EFL. Numerous scholars have endeavoured to delineate and elucidate the multifaceted nature of this construct, each contributing valuable insights to the ongoing discourse. The genesis of the term "literary competence" can be traced back to the seminal works of Jonathan Culler (1975) and Siegfried Schmidt (1982), who drew a compelling parallel between this concept and Noam Chomsky's (1965) theory of linguistic competence. In his *Structuralist Poetic*, Culler's (1975) foundational definition characterises literary competence as the directions of literature that permit the reader to convert linguistic sequences into literary structures and meanings. This conceptualisation underscores the reader's capacity to decipher and interpret literary texts by employing internal rules and conventions unique to the literature domain. Culler's definition serves as a cornerstone for subsequent explorations of literary competence, providing a framework for understanding the complex interplay between the reader and the text.

The concept of literary competence has since been subjected to rigorous scrutiny and elaboration by scholars, particularly concerning the objectives of literature instruction. Brumfit and Carter (1986) assert that the primary goal of teaching literature, irrespective of whether it is in a first language (L1), second language (SL), or foreign language (FL) setting, is to cultivate students' aesthetic appreciation of literature and foster their literary competence. This perspective highlights the significance of developing learners' ability to engage with and respond to literary texts meaningfully and personally. They further expound on the nature of literary competence, positing that it encompasses the ability to formulate value judgments about literary works. They contend that "when we have achieved defined capacities of judgement, then we have acquired a literary competence" (p. 16-17). This notion of judgment is manifested through the reader's individualised reaction or response to the literary text, which emerges from the dynamic interaction between the reader and the text itself rather than being imposed by external authorities

such as teachers or literary critics. This conceptualisation of literary competence emphasises the reader's agency and the importance of fostering critical thinking skills in the context of literature education.

Brumfit and Carter (1986) provide a more expansive and inclusive definition of literary competence, describing it as "an interesting combination of linguistic, socio-cultural, historical, and semiotic awareness" (p. 18). This multidimensional conceptualisation acknowledges the complex interplay of various factors contributing to literary competence. It suggests that, besides linguistic proficiency, a literarily competent reader must possess a deep understanding of the social, cultural, and historical contexts in which literary works are situated and the ability to decipher the symbolic and semiotic elements embedded within them. This comprehensive view of literary competence recognises the importance of textual and contextual knowledge in interpreting and appreciating literature.

In his part, Coenen (1992) offers a more nuanced definition of literary competence, characterising a literarily competent reader as one who can communicate "with and on" literature and, at a minimum, construct coherence within a text. This definition underscores the reader's capacity to engage with literature on a communicative level, establishing meaningful connections between the various elements of the text to derive a cohesive understanding. Coenen's perspective broadens the scope of literary competence, suggesting that it extends beyond mere comprehension and encompasses the reader's ability to construct meaning actively.

Culler (2002) revisits and expands upon his earlier definition, arguing that a reader who approaches a literary text without a certain level of familiarity with the "conventions by which fictions are read" (p. 132) would face significant challenges in comprehending the relationships between the ideas presented in the work, even if they grasp the meaning of individual sentences. This observation underscores the crucial role of literary conventions in shaping the reader's interpretive process. It highlights the necessity of developing a keen awareness of these conventions to acquire literary competence.

Schmidt's (1982) reconceptualisation of literary competence represents a significant shift in the understanding of this construct, drawing attention to the social and contextual factors that shape the production and reception of literature. By situating literary competence within the broader sociological system of literary production and reception, Schmidt echoes the development of communicative competence as an extension and refinement of linguistic competence. Just as communicative competence recognises the importance of social and contextual factors in language use, Schmidt's view of literary competence emphasises the role of the interpretive community (Fish, 1980) in shaping the reader's experience and understanding of literature. This perspective suggests that literary competence is not solely an individual capacity but a socially

mediated skill that develops through participation in a community of readers, each bringing their own experiences, knowledge, and interpretive strategies to bear on the text. By highlighting literary competence's social and experiential dimensions, Schmidt's reconceptualisation opens new avenues for exploring the complex interplay between the reader, the text, and the broader social and cultural contexts in which literary interpretation occurs.

The development of literary competence is a primary objective in teaching literature in EFL contexts, as it equips students with the necessary tools to engage with literary works on a profound level, appreciate their aesthetic qualities, and formulate personal, well-informed judgments about them. By nurturing students' literary competence, educators can foster the growth of critical thinking skills, cultural awareness, and the ability to navigate the complexities of literary texts. This, in turn, enables students to become more reflective, analytical, and culturally sensitive readers, capable of deriving meaning and value from a wide range of literary works.

However, the cultivation of literary competence in EFL settings is not without its challenges. Paran (2010) notes that assessing literary competence is a complex and multifaceted task, given the inherent subjectivity of literary interpretation and the diverse range of skills and knowledge that constitute literary competence. Paran argues that traditional language testing methods may not adequately capture the nuances of literary competence and advocates for using authentic, open-ended tasks that allow students to demonstrate their ability to engage with and respond to literary texts meaningfully.

Moreover, the development of literary competence in EFL contexts must consider learners' cultural and linguistic diversity. As Lazar (1993) points out, the selection of literary texts should be guided by the principle of accessibility, ensuring that students can engage with the works on an experiential level and find elements of identification within them. This requires carefully considering students' language proficiency, cultural background, and personal interests and providing appropriate scaffolding and support to facilitate their engagement with the texts.

In brief, literary competence is a multifaceted and dynamic construct that lies at the heart of literature pedagogy in EFL contexts. The various definitions and interpretations offered by scholars in the field underscore the complexity and richness of this concept, highlighting the interplay of linguistic, cognitive, social, and cultural factors in the development of literary competence. By fostering students' ability to understand, interpret, and respond to literary texts in a personal and meaningful way, educators can help them become more critical, reflective, and culturally aware readers, capable of appreciating the aesthetic qualities of literature and deriving value from their engagement with it. However, cultivating literary competence in EFL settings requires a nuanced approach that considers learners' diverse needs and backgrounds and the challenges inherent in assessing and developing this complex set of skills and knowledge.

Through ongoing research and reflective practice, educators can continue to refine and enhance their understanding of literary competence, ultimately enabling their students to become competent and engaged readers of literature in the EFL context.

2.9.2. Literary Competence and Linguistic Competence

The relationship between literary competence and linguistic competence has been a topic of discussion among scholars in literature and linguistics. Literary critics consider the study of literature limited to the mastery of literary competence, which they view as distinct from linguistic competence. They argue that literary competence develops gradually through reading and analysing various texts, relying on intuition to guide the reader towards the text's meaning and identifying shared features among different works (Ching, 1980).

Widdowson (2013) suggests that rules and conventions govern literary competence, involving "implicit knowledge or internalised rules – 'conventions of reading' which enable readers to discriminate, read and make sense of literary works" (p.99). This perspective emphasises the unique nature of literary competence and its reliance on specific skills and knowledge acquired through exposure to literature.

On the other hand, linguists view literary language as no different from any other form of language and subject it to the same linguistic analysis. Chomsky (1964) argues that speakers' linguistic competence allows them to account for all usual and novel sentences. However, while linguistic competence may cover novel sentences, it may not extend to literary sentences, which often belong to a context beyond the reader's reach due to the absence of elementary features of linguistic communication in literary communication.

Berrio (1992) notes that language occurs similarly in different usages, guided by social conventionalism and that linguistic features considered artistic can be found in habitual communicative language uses. This suggests that the distinction between literary and non-literary language may not be as clear-cut as some literary scholars claim.

Modern linguistic theory aims to capture generalisations about language, including literary occurrences, through formalisations of speakers' and listeners' intuitive, creative competence (Ching, 1980). This approach recognises the role of both linguistic and literary competence as properties of the human mind, enabling it to comprehend and produce different types of meaning, from simple sentences to abstract texts (Ching, 1980).

Despite the differences in perspective between literary scholars and linguists, there is a growing recognition that literary competence acquisition is not an automatic process. Lazar (1993) argues that students must be explicitly taught "some of the more essential skills which make up literary competence" (p.13). Brumfit (2000) supports this view, stating that students unfamiliar

with literature and the patterns of fiction reading may struggle to appreciate literary discourse. This implies that more than mastery of ordinary language and general world experience is required to develop the skills necessary to become a perceptive and competent literature reader.

To foster literary competence, experts in teaching literature believe that EFL learners should be given opportunities to understand the principles of literary form and identify and discuss elements such as characters, themes, plot, narrator's point of view, and language style (Carter & Long, 1991). However, they also emphasise the interdependence of literary and language competence, arguing that one cannot be fully developed without the other.

Widdowson (2014) highlights the importance of understanding the forms and structures through which a literary text conveys its message, not just its interpretation. Exposing students to various styles and structures can enhance their literary competence.

Many scholars assert that developing EFL students' literary language is crucial for fostering literary competence. Literary language contains aesthetic qualities created through literary devices, such as figurative language and variation (Brumfit & Carter, 1986). Language-based approaches to teaching literature have been proven effective in EFL classrooms, as they encourage students to engage with the text by deciphering its rhetorical language and distinctive linguistic structure (Lazar, 1993). This linguistic and structural understanding of a literary work provides a foundation for broader interpretation and appreciation.

2.9.3. Components of Literary Competence

Developing literary competence in EFL students requires a multifaceted approach that addresses the key skill. Culler's (2002) structuralist framework identifies three key components of literary competence: comprehension, interpretation, and evaluation. These components can be developed in the EFL setting through a systematic approach to teaching literature.

Comprehension involves recognising the intrinsic elements that constitute a literary work, such as plot, characters, setting, and theme. Developing comprehension skills is essential for EFL students, as it forms the foundation for further literary analysis. Teachers can help students develop comprehension by providing them with strategies to navigate the text, such as identifying critical events, tracking character development, and understanding the context in which the story takes place. For instance, when reading a short story like "The Gift of the Magi" by O. Henry, EFL students can be guided to identify the main characters, Jim and Della, and understand their financial situation and the sacrifices they make for each other. By comprehending these essential elements, students can begin to appreciate the story's central theme of love and sacrifice.

Interpretation involves decoding the underlying themes and meanings of the text, as well as the semiotic signs and cultural features that are implicitly embedded within it. EFL students may

face challenges in interpretation due to cultural differences and limited exposure to the target language's literary canon. Teachers can help bridge this gap by providing cultural context and encouraging students to explore the text's deeper meanings. For example, when studying a novel like "To Kill a Mockingbird" by Harper Lee, EFL students can be guided to interpret the themes of racial injustice, moral courage, and the loss of innocence. Teachers can provide historical context about the American South during the 1930s and facilitate discussions about how these themes are relevant to contemporary society. By interpreting, EFL students can develop a more nuanced understanding of the text and its significance.

Evaluation includes making critical judgments about the text's values, drawing on personal experiences, knowledge, memory, and emotional responses to the characters, scenes, and events depicted in the story. Evaluation can be challenging for EFL students, as it requires a higher level of language proficiency and the ability to articulate complex ideas. Teachers can support students in developing evaluation skills by encouraging them to express their opinions, draw connections to their own lives, and consider multiple perspectives. For instance, when reading a play like "Death of a Salesman" by Arthur Miller, EFL students can be asked to evaluate the character of Willy Loman and his pursuit of the American Dream. Students can reflect on their aspirations and consider the societal pressures that influence individuals' choices. By engaging in evaluation, EFL students can develop critical thinking skills and learn to express their ideas effectively in the target language.

Similarly, Diehr and Surkamp's (as cited in Siepmann, 2023) comprehensive model of literary competencies (refers to Figure 2.1) integrates various sub-competences identified by other researchers into three main dimensions: motivational-attitudinal, aesthetic-cognitive, and linguistic-discursive. The motivational-attitudinal dimension encompasses factors such as interest in the content and meaning of fiction, motivation to read, listen, and watch, willingness to persevere through textual difficulties, and the ability to immerse oneself in the fictional world. It also includes skills of imagination and making connections, as well as empathy with fictional characters and their perspectives.

The aesthetic-cognitive dimension involves comprehension of content and fictional conventions, filling gaps, making predictions and forming hypotheses, recognising and interpreting aesthetic features, and contextualising the work within its historical, cultural, and social background. It also includes recognising culture-specific contents and values, critically evaluating and judging content and form, and reflecting on one's reading experience. The linguistic-discursive dimension focuses on reading, understanding, and discussing literary language, developing strategies and techniques for reading, expressing and communicating emotional and critical responses to a literary text, and creatively using topic-specific vocabulary

and genre-specific features. This comprehensive model highlights the complexity and interconnectedness of the various sub-competences contributing to literary competence in foreign language learning and teaching.

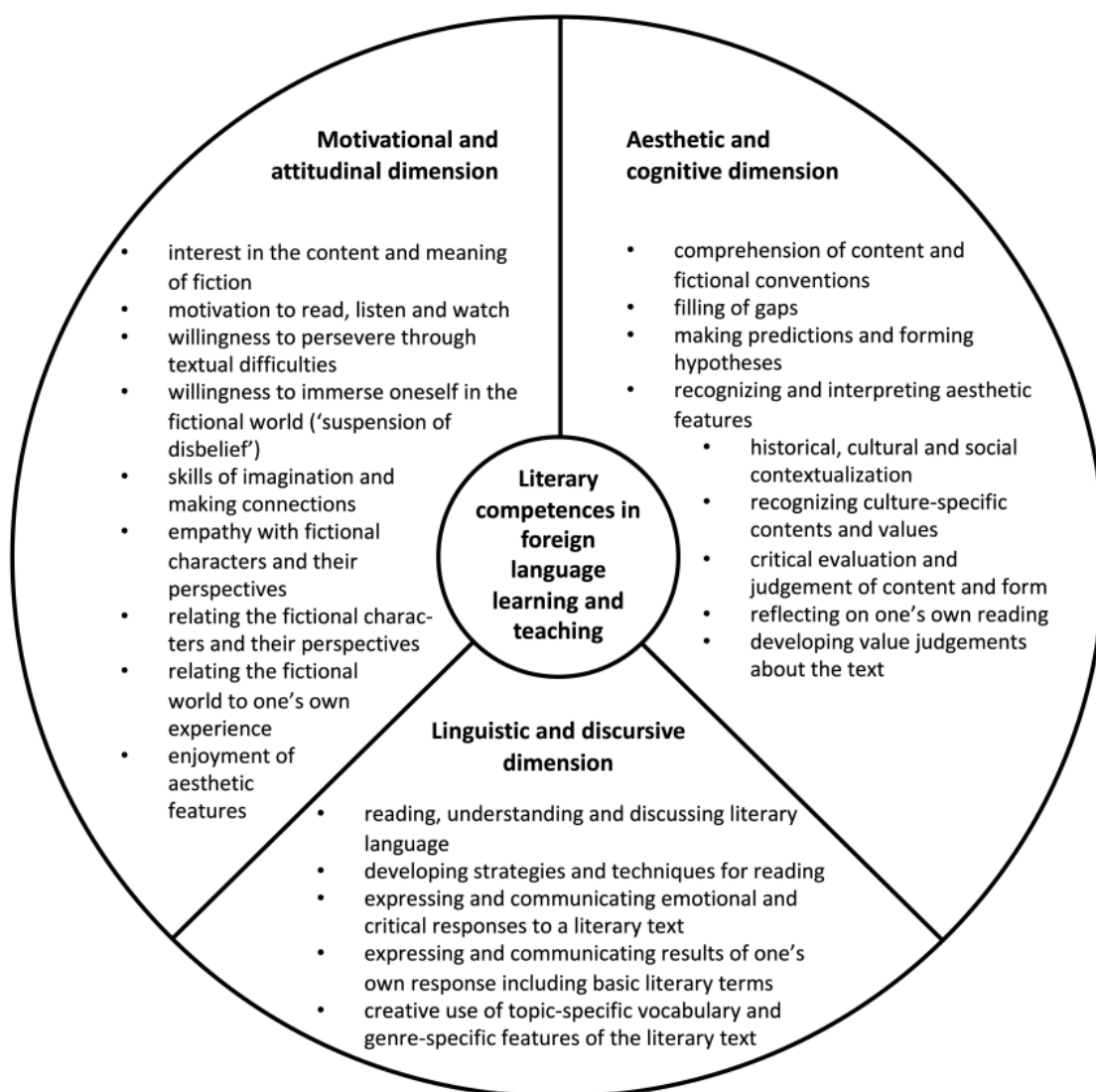


Figure 2.1. Model of literary competences; *Source.* Philipp Siepmann (2023, p4)

2.9.4. Characteristics of Literary Competent Learner

The concept of literary competence has been further elaborated by various scholars who have identified specific characteristics and skills that define a literarily competent student. These characteristics provide a more concrete understanding of what it means to be proficient in engaging with and interpreting literary texts. Lazar (1993) expands on Culler's (1975) notion of literary conventions, stating that "competent readers of novels can recognise how themes in the plot may be reflected by themes in the sub-plot, how particular characters come to embody certain values or attitudes, how a particular point of view shapes the narration and so on" (p. 13). This suggests that literary competence involves the ability to discern and analyse the complex interplay

of various elements within a literary work, such as themes, characterisation, and narrative perspective. A literarily competent reader can identify and appreciate the subtle connections and parallels between different aspects of the text, contributing to a deeper understanding of its overall meaning and significance.

Zwaan's (1993) experimental study provides further insights into successful literature learners' cognitive processes and strategies. According to Zwaan, these readers engage in elaborate inferencing from the very beginning of their encounter with the literary text. However, they delay this inferencing until it becomes necessary for comprehension. They pay close attention to the surface structure of the text and how meaning is constructed, but they postpone making definitive judgments about its ultimate significance. This suggests that literary competence involves cognitive flexibility and the ability to tolerate ambiguity and uncertainty as part of the interpretive process.

Moreover, Zwaan (1993) notes that successful literary learner place high demands on their working memory, constantly asking questions about the text's overall meaning and the potential direction of the narrative. They are willing to accept and tolerate inconsistencies or seemingly illogical elements in the text, working to integrate them into a coherent interpretation. These readers adopt a more "bottom-up" processing approach, reading slowly and carefully to engage with the text. Despite the cognitive demands of literary reading, they view it as a valuable and rewarding activity.

Fish (1980) emphasises the central role of the reader in constructing literary meaning. He argues that the reader's activities, such as making and revising assumptions, rendering and regretting judgments, and coming to and abandoning conclusions, are not merely steps leading to meaning but are themselves meaningful. This suggests that literary competence involves active participation in the interpretive process, with the reader's experiences, knowledge, and perspectives shaping their understanding of the text.

In the same vein, Brumfit and Carter (1986) establish a strong connection between literary competence and the development of "defined capacities of judgement" (pp. 16-17), which manifest themselves in the learner's ability to generate a personal response to literature. This perspective emphasises the importance of fostering critical thinking skills and encouraging learners to form opinions and interpret literary texts. Thomson's (1986) model of literary response provides a framework for understanding the progression of these capacities, outlining six distinct levels that learners may go through as they develop their literary competence. At the most basic level, learners must be willing to engage with the text and demonstrate a fundamental understanding of its content. As they progress, they form emotional connections with the characters and situations depicted in the work, empathising with their experiences and relating

them to their lives. This process of analogising and searching for self-identity represents a deeper level of engagement as learners start to see the relevance and significance of the text about their own experiences and sense of self. At higher levels of response, learners can step back from their connections and evaluate the characters and events of the story from a more distanced, critical perspective. Finally, they can consider the work as a whole, appreciating it as a creative artefact shaped by the author's intentions and artistic choices. This model highlights the developmental nature of literary competence, suggesting that it is not a static set of skills but rather a dynamic process of growth and refinement. As learners move through these response levels, they develop increasingly sophisticated ways of engaging with and interpreting literature, ultimately achieving a level of competence that allows them to form nuanced, well-reasoned judgments about the texts they encounter. By recognising and nurturing this progression, educators can help learners develop the critical thinking skills and personal engagement necessary for actual literary competence.

Hill (1990) offers a succinct characterisation of the qualities displayed by a student who possesses literary competence. One of the key attributes is the capacity to deduce the meanings of unfamiliar words by examining the context in which they appear. This skill allows students to navigate texts more effectively and independently without relying solely on external resources such as dictionaries. Additionally, a literarily competent student exhibits emotional engagement with the text, identifying with the characters and their experiences and expressing sympathy or empathy towards them. This emotional connection is further enhanced by comprehending the underlying motivations that drive characters' actions and decisions. Moreover, students with literary competence can form critical and moral judgments about the text, evaluating its actions, themes, and ideas. They can also discern the intricate relationships between the author and the text and the connections and parallels between different elements of the work. Finally, a literarily competent student can create vivid mental images of the scenes and descriptions presented in the text, engaging their imagination to enhance their understanding and appreciation of the work. These characteristics underscore the multidimensional nature of literary competence, which extends beyond mere cognitive and analytical skills to encompass emotional engagement, empathy, and the capacity to form deep personal connections with the text.

In conclusion, the characteristics of literary competence paint a picture of a multidimensional construct that involves a complex interplay of cognitive, linguistic, and cultural factors. A literarily competent learner possesses a range of skills and qualities, including the ability to discern and analyse the intricate relationships between different elements of a literary work, engage in active and flexible interpretation, form personal connections and judgments, and demonstrate a mastery of literary devices and conventions. The development of literary

competence is a gradual process that involves progression through different levels of understanding, interpretation, and response, ultimately enabling readers to appreciate and derive meaning from literary texts entirely. By fostering these characteristics and skills in students, educators can help them become more proficient and engaged readers of literature, capable of navigating the complexities and richness of literary works.

2.9.5. Competent Literary Teacher

The role of the teacher in fostering literary competence cannot be overstated. Teachers must possess a wide range of skills and knowledge, from linguistic proficiency to pedagogical innovation, to effectively guide their students through the complexities of literary study. Nuzzaci et al. (2016) outline several areas in which teachers should demonstrate proficiency to effectively teach literature and promote the development of literary competence in their students.

First and foremost, teachers should base their instruction on appropriate linguistic and communication domains and practices. This means they should have a strong command of the language and be able to communicate literary concepts and ideas to their students effectively. Additionally, teachers should be familiar with research elements in discourse and educational action, allowing them to incorporate evidence-based practices into their teaching.

Teachers should draw upon various literary sources to enhance their personal and professional growth and inspire change in their students. They should also be able to adapt these sources to specific disciplinary sectors through didactic transposition, making the content accessible and relevant to their students.

Competent literary teachers should be skilled in identifying reading and writing practices among their students. This enables them to tailor their instruction to the needs and abilities of individual learners. Moreover, teachers should be able to explain the schemes of knowledge that underlie literary repertoires, helping students to understand the deeper meanings and connections within and between texts.

Innovative forms of competence evaluation are another critical area in which literary teachers should excel. Teachers can better gauge students' progress by employing creative assessment strategies and providing meaningful feedback to support their ongoing development.

Teachers should be well-versed in various domains, such as linguistics, pragmatics, and culture, to promote disciplinary and cross-disciplinary learning. This knowledge allows them to define innovation strategies and create engaging, multifaceted learning experiences for their students.

Competent literary teachers should also identify and utilise components and support for methodological innovation and structuring. This may include incorporating technology, collaborative learning, or other pedagogical approaches that enhance student engagement and

understanding. Finally, teachers should consider the ethical dimensions of using literature in their professional practice. They should reflect on the potential impact of their choices and actions on their student's personal and academic growth and strive to create an inclusive, supportive learning environment that encourages exploration and self-expression.

2.10. Conclusion

In conclusion, this chapter undertakes an expansive exploration of the role of literature within English as a Foreign Language instruction. One of the pivotal conclusions from the discourse is a realisation of the profound complexity inherent in teaching and learning literature in EFL contexts. Literature resists simple definitions or singular methodological approaches; its essence lies in diversity. The analysis establishes that literature acts as an artistic expression, a linguistic resource, a cultural artefact, a pedagogical tool, and a catalyst for personal growth. It is a multidimensional entity that invites myriad forms of engagement and interpretation. Therefore, as asserted in the chapter, utilising literature effectively in EFL education necessitates an integrated instructional approach that taps into its diverse potential. Methodologies must balance linguistic knowledge, cultural study, stylistic analysis, and personal connection based on desired outcomes and student needs. As the discourse elucidates, literature's richness stems from its dialogic nature - the ongoing exchange between student and text, reader and writer, language and culture. Thus, as an ever-evolving realm of education, teaching literature should remain responsive to this dialogic spirit, embracing new strategies that ignite students' critical and creative faculties. The chapter provided a comprehensive base for examining the literature's scope, value, and instruction in EFL contexts. It equips educators with conceptual foundations regarding the nature of literature and its linguistic and cultural intricacies. The pedagogical insights offer catalysts for developing integrated, student-centred approaches that activate literature's immense potential in the EFL classroom. This analysis seeks to rekindle educators' and students' engagement with its timeless power to educate, enlighten, and transform by illuminating what literature represents and why it matters.

Chapter III

Research Design and Methodology

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3.1. Introduction

This chapter emerges as a methodological component of this research project, offering a comprehensive map of the empirical expedition that has shaped our investigation's course. It follows an exhaustive literature review and theoretical grounding, as presented in the preceding chapters, and aims to provide clarity on the processes that have led to the findings of this study. Drawing inspiration from Kothari's (1990) perspective on research design as a comprehensive blueprint of inquiry, this chapter unfolds the procedural pathways to navigate the complexities of integrating literary competence into EFL learning. This chapter is dedicated to articulating the rationale behind the selection of the research methodology, underpinning the research design with rigor and intent. It elucidates the profile of the study participants, delineates the population and sampling techniques employed, and outlines the research instruments utilized in the study, including their pilot testing and administration. The allocation of materials and time, as well as the data collection and analysis methods selected to address the research questions, are also comprehensively described. Moreover, it provides insights into the scoring procedures, ensuring transparency and replicability of the research process. Ethical considerations are duly addressed, acknowledging the responsibilities and standards adhered to during the study.

3.2. The Context of the Study

3.2.1. Introducing the Departments of English in Algeria

Teaching English in Algeria is witnessing more progress because of government policies and the need for development in the era of globalisation. In actual fact, the study of English is considered significant, and all students, regardless of their field of interest, are required to learn English. The Department of English aims to train students to become trainee teachers holding a bachelor's degree (the LMD system) for three years with a curriculum surrounding the four skills (reading, listening, writing, and speaking). Moreover, all the language aspects, such as grammar, linguistics, phonetics, language and culture, literature, didactics, linguistics, research methodology, ICT, ESP and TEFL, are studied.

Generally, most teachers in the English departments are trained either in Algerian or foreign universities. They hold postgraduate degrees (Magister or Ph.D.) in different fields, such as linguistics, civilisation, literature, ESP, didactics, or language sciences.

Regarding literature, it takes an angle on language teaching; it is one of the main subjects on which a foreign language content syllabus could be based. A literature syllabus does not simply include using literary texts for advanced language purposes; it seeks to develop cultural competence. From the discussion raised with some literature teachers, it is found that literature

is a content knowledge module, a source material for reading, that needs to be introduced starting from the first year in the LMD system to become more familiar with this rich world and many of its concepts at an early stage of studies, including the different genres.

3.2.2. The Target Department for Study

Regarding the target department, the study is conducted at the Department of English at the University of Hamma Lakhdher, El Oued. Like the English departments in Algeria, students are given lectures and courses to reinforce their language competence. The first two years are fundamentally devoted to subjects like grammar, phonetics, and written and oral expression; students are also offered base courses on linguistics, literature and civilisation (American and British).

Moving into the third year, the focus shifts towards language awareness, communicative skills, intercultural competence, and TEFL courses. Literature and civilisation studies are included among the subjects designed for undergraduate students; additionally, a methodology course is provided to prepare learners for future research. It has been observed in the targeted department that the number of students enrolled in the English section is consistently rising. This remarkable increase may be attributed to the global status of English as a worldwide language.

3.2. Constructing the Research Design

The research methodology is designed to comprehensively delineate the various stages of the research process and their execution, as posited by Leedy & Ormrod (2014). The methodology must be sufficiently detailed, allowing other researchers with reasonable expertise to replicate the study in varied settings and achieve analogous outcomes, as Lindsay (1995) suggested. Furthermore, Mackey and Gass (2005) emphasise the importance of ensuring readers fully understand every aspect of the study. This thorough explanation is about transparency and building trust with the reader. When the methodology and the various facets of the survey are clearly and comprehensively explained, readers, including other researchers and practitioners, can critically engage with the survey, assess its validity, and apply its findings to their contexts. This approach is fundamental in establishing a robust research design, as it underpins the study's credibility and contributes to the broader knowledge base of the field by providing a replicable and reliable model for future research.

In the current study, the research design adheres to a structured framework suggested by Saunders et al. (2019), the *Research Onion* (refer to Figure 3.1). This model effectively breaks down the numerous layers of decision-making involved in the research process into three levels, offering a clear path for developing a cohesive research approach.

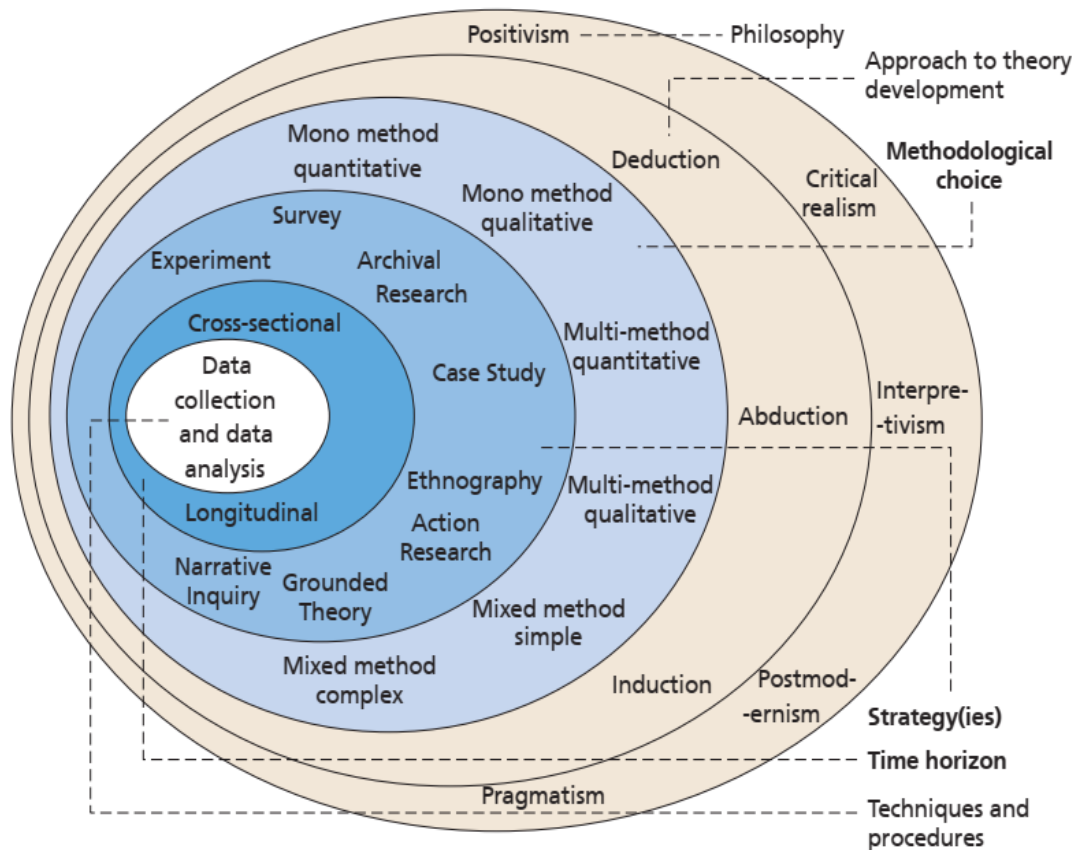


Figure 3.1. Research Onion, Source: Saunders et al. (2019, p. 174)

As the research onion's first level shows, forming the outermost rings encompasses Research Philosophy and Research Approach. Here, the researcher's underlying beliefs and assumptions about knowledge (the philosophy) are established, along with the methodological path, whether deductive, inductive, or abductive, that the research will follow (the approach). The second level delves into Research Design, which is further broken down into three critical components: Methodological Choices, referring to the selection between qualitative, quantitative, or mixed methods; Research Strategy, determining the overarching plan or model of the research, such as experimental, survey, or case study; and Time Horizon, which dictates whether the study is cross-sectional or longitudinal. At the core of the onion, the final level concerns operational methods. This involves the practical aspects of Data Collection and Analysis, detailing how the data will be gathered; through surveys, interviews, or observations, and subsequently analysed, employing various statistical or thematic analysis techniques. This layered approach by Saunders et al. (2019) provides a structured pathway for researchers, guiding them through the intricate process of designing and conducting effective and robust research studies.

3.4. Research Philosophies

The present research is primarily rooted in pragmatist assumptions, significantly shaping the methodological approach and interpretative strategies. The core of pragmatism as a research philosophy lies in its emphasis on the practical application of research findings, advocating for effective solutions in real-world scenarios (Giacobbi et al., 2005; Morgan, 2014; Kelly & Cordeiro, 2020). This is particularly relevant in enhancing literary competence in EFL students, where the aim extends beyond mere theoretical understanding to applying these findings for tangible educational improvements.

One key aspect that demonstrates this research's pragmatist nature is the focus on practical outcomes. The study prioritises actionable strategies for implementation in EFL classrooms, aligning with the pragmatist belief in the utility of research in real-world situations. As Johnson and Onwuegbuzie (2004) suggest, the goal is to convert insights about a pedagogical approach into effective teaching practices, a core principle of pragmatic philosophy.

Another significant aspect of pragmatism is methodological flexibility. The research question should drive the methodological choices. Researchers adopting pragmatism are open to using various methods, techniques, and procedures to solve the problem (Saunders et al., 2019). This research embraces mixed methods, combining qualitative and quantitative approaches to reflect the pragmatist endorsement of methodological pluralism, as highlighted by Tashakkori and Teddlie (1998). In light of this situation, quantitative methods measure improvements in literary competence, while qualitative methods deal with the experiences and attitudes of students and teachers. This blend of methodologies is a hallmark of pragmatism, underlining the importance of using diverse methods to address research questions thoroughly.

Furthermore, the research adopts an iterative inquiry process consistent with pragmatist principles. Morgan (2007) notes that this paradigm uses findings to inform ongoing investigations. This iterative process ensures that the research remains aligned with the educational needs and challenges and that findings are continually tested and validated in actual educational settings.

Contextual relevance is also a critical component of this research. As Rosenberg (2005) elucidates, pragmatism stresses the importance of considering the context in which research is conducted. The study acknowledges EFL students' specific institutional and educational contexts, understanding that these factors significantly influence the effectiveness of language-based literature education approaches. Besides, the research incorporates collaboration with practitioners, a practice aligned with pragmatist tenets.

Creswell (2014) emphasises the importance of such cooperation, ensuring that the study is grounded in the realities of the classroom. This collaborative approach enhances the theoretical soundness and practical viability of the research.

Nonetheless, while this research is primarily grounded in pragmatist assumptions, focusing on practical outcomes, methodological flexibility, and iterative inquiry as per Morgan (2007), it also integrates elements of other philosophical assumptions to address the complexity of its research questions in education and language studies namely Positivism and Interpretivism. As conceptualised by Clark (1998) and Sousa (2010), the former is founded on the premise that reality exists as an observable entity, external to and independent of human cognition and social interactions. This philosophical stance underscores the objective nature of reality, suggesting that it can be empirically observed and measured without the influence of human subjectivity or interpretation. Building on this foundational concept of positivism, this research's methodology on the effectiveness of language-based approaches in EFL literature education aligns with this paradigm. The positivist framework guides the design and implementation of empirical methods, such as quasi-experimental research and systematic observations, to objectively evaluate the outcomes of the educational intervention. Given these conditions, this translates to a focus on quantifiable changes in literary competence among EFL students, seeking to measure the impact of the language-based approach through observable outcomes. This approach adheres to the positivist belief in an objective reality, wherein enhancing students' literary skills can be reliably assessed through standardised tests, performance metrics, and comparative analysis before and after the intervention.

On the other hand, interpretivism distinguishes humans from physical phenomena, recognising the unique depth and complexity inherent in human experiences and meanings. This perspective argues that human beings, unlike physical entities, generate layered interpretations and definitions, necessitating an approach in their study compared to that used in the natural sciences (Alharahsheh & Abraham, 2019). Consequently, the interpretivist paradigm is recognised as an essential analytical framework, underscoring the significance of contextually nuanced variables and factors. This recognition is primarily attributed to the paradigm's frequent incorporation of qualitative methodologies, facilitating a more comprehensive understanding of the subject matter under investigation. Social science research, therefore, significantly benefits from the interpretivist distinction, which emphasises the nuances of human experiences. This approach particularly values acknowledging cultural, detailed, and temporal variances, contributing to the development of diverse social realities. Such an approach is pertinent in studies involving EFL students.

It facilitates an in-depth exploration of their perceptions, interactions, and meaning-making processes with literary texts influenced by their distinct cultural and educational backgrounds.

Positivism and interpretivism are often seen as mutually exclusive, but when combined with a pragmatic approach, they can provide a more comprehensive understanding of educational phenomena (Taylor & Taylor, 2013). For instance, a researcher might use a positivist approach to gather statistical data about a phenomenon (such as student performance or advancement) and then use an interpretivist approach to explore students' experiences and perceptions of that phenomenon. Such blending creates a multifaceted approach suitable for addressing the nuanced dimensions of teaching and learning processes in this educational research.

3.4.1. Approach to Theory Development

In academic research, the approach is essentially the blueprint of the study, guiding its overall trajectory from conception to conclusion. It encompasses a series of deliberate and strategic choices the researcher makes that are deeply rooted in philosophical beliefs about knowledge and reality and practical considerations about the best methods to address the research questions. As Creswell (2014) outlined, the research approach is undergirded by a philosophy of research that influences the entire study. Philosophical stances such as positivism, interpretivism, and pragmatism shape the researcher's viewpoint on what constitutes valid knowledge and reality. These stances are not merely abstract concepts but have practical implications for the research design; a comprehensive plan that details the methods and procedures for data collection, analysis, and interpretation. The research design, informed by the philosophy, provides a structured pathway that navigates through the complexities of empirical investigation, ensuring that the study remains systematically aligned with its foundational assumptions.

According to Saunders et al. (2019), a layer of the research onion concerns the research approach, which is fundamentally about how researchers propose collecting and analysing their data. Within this layer, researchers decide on the logic of inquiry they will use, which typically involves choosing between a deductive, inductive, or abductive approach. Each of these has implications for how the research will unfold. Figure (3.2) presents a flow diagram outlining the different research process methods described by Saunders et al. and further discussed by Bryman (2015). It showcases the interplay between reviewing theoretical knowledge and making real-life observations as foundational steps in the research process. These steps lead to the development of a theoretical framework and the suggestion of

hypotheses or propositions. Depending on the deductive, inductive, or abductive research approach, the following steps involve creating new knowledge or applying and testing the proposed hypotheses or propositions.

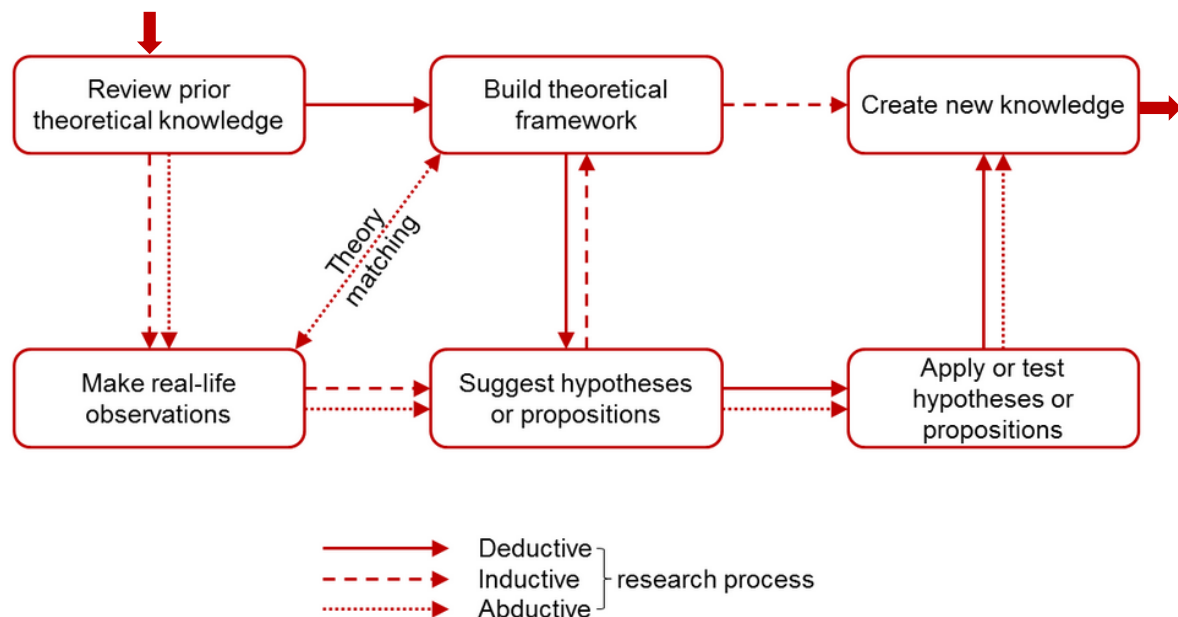


Figure 3.2. Research Approaches, (Webb et al., 2019, p. 54)

3.4.1.1. Deductive Reasoning for Hypothesis Testing

According to Spens and Kovács (2006), the deductive approach is a structured methodology that tests hypotheses derived from existing theories against empirical evidence, often using quantitative methods. A structured methodology characterises it and seeks to generalise findings in a broader context. The inductive approach, in contrast, builds theories based on field data. It is exploratory, qualitative, and context-specific, allowing for flexibility and the emergence of new insights, aiming to understand phenomena within their specific contexts (Bryman, 2015). Abductive reasoning, a third approach, starts with an incomplete set of observations and looks for the most plausible explanation, incorporating qualitative and quantitative data. This is suitable for mixed-methods research and allows for generating and testing new insights against empirical data.

The interconnection of these approaches within a research study is not linear but rather iterative and dynamic. A researcher may begin with a deductive stance, proposing a theory-based hypothesis. As the survey progresses, they may shift to an inductive approach as unexpected patterns emerge from the data, necessitating the development of new theories. Similarly, they may use abduction to interpret findings in a way that neither strictly deduces

from theory nor induces from data but instead finds a middle ground that best explains the observations.

This iterative process reflects the reality of research as an adaptive and reflexive endeavour. The chosen approach or combination of approaches shapes the research design, informing the selection of methods, the formulation of research questions, the procedures for data collection, and the strategies for data analysis.

Regarding this matter, the research approach of the current inquiry can be articulated as a holistic and dynamic process that navigates deductive, inductive, and abductive pathways. This tripartite methodological stance orchestrates a nuanced investigation into the pedagogical efficacy of a Language-Based Approach within teaching literature in EFL education.

The research initiates with a deductive stance, grounded in a comprehensive review of the theoretical underpinnings of literary pedagogy by applying established principles of language techniques artistically as a theoretical framework for the language-focused approach. This framework informs the teaching methods and assessment instruments and aims to test the hypothesis that this pedagogy can enhance EFL students' literary competence. This alignment with deductive reasoning allows for systematic hypothesis testing, operationalising concepts such as student engagement and literary comprehension through quantitative measures. Such an approach enables a rigorous evaluation of the Language-Based Approach's effectiveness in a structured, empirical manner, as Saunders et al. (2019) advocate and resonate with the reductionist principle, seeking to dissect and comprehend the causal relationships within the educational intervention.

3.4.1.2. Inductive Reasoning for Theory Emergence

Inductive reasoning is adopted in this research in parallel with the deductive process. Rich qualitative interview data are collected as the investigation unfolds within the classroom context. As Saunders et al. (2019) describe, this inductive dimension fosters theory building from the ground up, allowing emergent patterns and student and teacher narratives to guide the construction of new theoretical insights. In this inquiry, the inductive approach offers a flexible and responsive framework to understand the contextual subtleties and individual experiences that quantitative methods may not fully capture. It honours the complexity of human behaviour in educational settings, providing a textured understanding of how the LBA Approach influences the literary skills of the learner.

3.4.1.3. Abductive Reasoning for Integrative Analysis

Abductive reasoning becomes instrumental in reconciling and interpreting the findings derived from deductive and inductive inquiries. It permits an iterative dialogue

between theory and data, facilitating the refinement of hypotheses and theoretical frameworks in light of new, sometimes unexpected empirical evidence (Lipscomb, 2012). This approach embraces the complexity of educational phenomena, acknowledging that the interplay between teaching methods and student outcomes is not always linear or predictable. By employing abduction, the thesis situates itself within a reflective and adaptive analytic posture, one that is capable of navigating the intricacies of educational research.

Therefore, the research approach of this inquiry is not confined to a single methodological pathway but is characterised by a fluid and reciprocal interaction between different reasoning processes. It underscores a pragmatic orientation towards research methodology—inherently versatile and grounded in the pragmatic quest for understanding and improving educational practices. With its inherent methodological pluralism, the mixed methods design comprehensively explores how LBA can be operationalised to enhance literary competence among EFL students. This synthesis of deductive, inductive, and abductive approaches engenders a robust and adaptable research strategy well-suited to addressing the multifaceted questions at the heart of this thesis. Through this triangulation, the research is poised to contribute meaningful and actionable insights to the field of EFL education, with the potential to inform pedagogical practice and theory development in the discipline.

3.5. Research Design

Research design is the main component of any academic research, providing a structured approach to investigating research questions using empirical data. It acts as a plan for collecting, measuring, and analysing data, ensuring that the study effectively addresses the research problem. The function of a research design is to ensure that the evidence obtained unambiguously addresses the research problem, requiring critical consideration of what information is necessary to test a theory, evaluate a program, or describe a phenomenon (Bovaird & Kupzyk, 2010). Selecting an appropriate research design is contingent upon the study's research question, aims, and priorities. A well-crafted research design aligns methods with research aims, facilitates the collection of high-quality data, and employs suitable analysis techniques to answer research questions. It is fundamental for researchers to identify the research problem, review related literature, specify hypotheses, describe necessary data, and outline the methods of analysis to ensure the effectiveness and credibility of their study.

As conceptualised in the research onion model, the research design is a multi-layered framework encompassing various elements of a research project. It begins with methodological choices, which are foundational to the research process, guiding the selection of the research strategy. The strategy, in turn, influences the time horizon of the study, whether it is cross-sectional or longitudinal. The innermost core of this model includes data collection and data analysis methodologies. These layers are not standalone but profoundly interconnected and interdependent (Dissanayake, 2023). The chosen research philosophy, for instance, affects every other layer. It shapes the overall approach, which dictates the methodological choices, subsequently influencing the strategy, time horizon, and data collection and analysis methods. This holistic model ensures that each research decision is coherent with the underlying philosophy and objectives, leading to more robust and reliable research outcomes.

3.5.1. Methodological Choice:

Methodological choice refers to selecting an overarching approach that guides research design. It is a foundational decision that impacts every subsequent step in the research journey, including data collection, analysis, and interpretation (Chadli et al., 2021). This choice is not merely a technical decision but a reflection of the researcher's philosophical stance, the nature of the research question, the hypothesis, and the intended outcomes of the study (Spencer & Walsh, 2014). Among these approaches, three are significant paradigms: quantitative, qualitative, and mixed research methods. From a methodological standpoint, a salient distinction between approaches exists, as highlighted by various authors in the field. Merriam and Tisdell (2015), Creswell and Creswell (2023), Johnson and Christensen (2019), and Booth et al. (2016) all discuss this demarcation, emphasising the critical role of such distinction in guiding researchers' analytical choices, ensuring that their approaches are aligned with the specific objectives and questions of their research.

3.5.1.1. Research Methods

As Creswell and Creswell (2023) discussed, quantitative research is fundamentally rooted in the positivist paradigm, which posits that reality is stable and can be measured and quantified objectively. This approach typically involves structured techniques like surveys and experiments to test hypotheses and generalise findings. It typically starts with specific questions or hypotheses and aims to provide detailed explanations for the studied phenomena using statistical analysis (Trochim & Donnelly, 2006). Johnson and Christensen (2019) emphasise quantitative research's strength in producing reliable numerical data and

objective facts, which is suitable for examining causal relationships and patterns in large populations without researcher intervention. However, they also note the potential limitations of this approach in exploring the depth and complexity of human experiences and social phenomena.

On the other end of the spectrum, qualitative research, as described by Merriam and Tisdell (2015), is anchored in the interpretivism paradigm. This approach seeks to understand individuals' subjective meanings and experiences, valuing the complexity and context of human behaviour. Techniques such as in-depth interviews, focus groups, observations, and content analysis are commonly employed by focusing on researchers using their senses and background knowledge to gather rich, detailed and non-generalizable narratives. In the qualitative approach, the research often begins with broad questions rather than hypotheses, aiming to explore and understand complex phenomena through detailed, context-rich data. This method gathers insights into human experiences, behaviours, and social processes (Merriam & Tisdell, 2015). Booth et al. (2016) underscores the ability of qualitative research to provide deep insights into the 'how' and 'why' behind social phenomena. However, they acknowledge the challenges in generalising findings from a smaller, more focused sample.

Mixed methods research combines quantitative and qualitative methodologies, approaches, and paradigms to bridge the gap between these two paradigms. This blending is tailored to suit the specific requirements of a research project, determined by the nature of the research questions and the practical and contextual challenges encountered by the researcher. Creswell and Creswell (2023) highlight this approach as a means to capitalise on both methodologies' strengths while mitigating their weaknesses. Mixed methods research is precious in studies that require a comprehensive understanding of research problems, offering both the breadth of quantitative data and the depth of qualitative insights. Johnson and Christensen (2019) point out that while mixed methods research can provide a more complete picture, it also demands careful consideration in design and execution to ensure coherence and validity.

These distinct methodological approaches, each with unique strengths and limitations, underscore the importance of careful selection in alignment with research goals. As researchers embark on their scholarly journey, the choice between quantitative, qualitative, and mixed methods should be guided not only by the nature of the research question but also by the philosophical underpinnings and intended outcomes of the study. This critical decision ultimately shapes the trajectory of research and the interpretation of its findings.

Table (3.1) delineates the fundamental salient and widespread methodological disparities among qualitative, quantitative, and mixed research approaches.

Table 3.1. Summary of Quantitative, Mixed, and Qualitative Research, *Adapted from Johnson & Christensen (2019, p.34)*

	Quantitative Research	Qualitative Research	Mixed Research
Philosophical Assumptions	Post-positivist knowledge claim	Constructivist and Participatory knowledge claim	Pragmatic knowledge claim
Scientific Method	Confirmatory or "top-down"—the researcher tests hypotheses and theory with data.	Exploratory or "bottom-up"—The researcher generates or constructs knowledge, hypotheses, and grounded theory from data collected during fieldwork.	Confirmatory and exploratory
Common Research Objectives	Quantitative/numerical description, explanation, and prediction	Qualitative/subjective description, empathetic understanding, and exploration	Multiple objectives; provide complex and fuller explanation and understanding; understand multiple perspectives
Interest	Identify general scientific laws; inform national policy	Understand and appreciate particular groups and individuals; inform local policy	Connect theory and practice; understand multiple causation, nomothetic (i.e., general) causation, and idiographic (i.e., local, particular, individual) causation; connect national and local interests and policy
Nature of observation	Study behaviour under controlled conditions; isolate the causal effect of single variables	Study groups and individuals in natural settings; attempt to understand insiders' views, meanings, and perspectives	Study multiple contexts, perspectives, or conditions; study various factors as they operate together.
Form of data collected	Collect quantitative data based on precise measurement using structured and validated data-collection instruments.	Collect qualitative data such as in-depth interviews, participant observations, field notes, and open-ended questions. The researcher is the primary data-collection instrument.	Collect multiple kinds of data.
Nature of data	Variables, Numbers, Statistics	Words, images, categories.	The mixture of variables, words, categories, and images
Data analysis	Identify statistical relationships among variables	Use descriptive data; search for local patterns, themes, and	Quantitative and qualitative analyses

		holistic features; and appreciate and articulate differences/variation	used separately and in combination
Results	Generalisable findings providing representation of objective outsider viewpoint of populations	Particularistic findings; provision of insider viewpoints	Provision of “subjective insider” and “objective outsider” viewpoints; presentation and integration of multiple dimensions and perspectives
Form of final report	Formal statistical report (e.g., with correlations, comparisons of means, and reporting of statistical significance of findings)	Less formal narrative report with detailed contextual description and direct quotations from research participants	The mixture of numbers and narrative

As Figure (3.3) above shows, Saunders et al. (2019) suggest that researchers can select either a mono-method or a multi-method approach for data collection and analysis. A mono-method approach could be quantitative, employing tools such as surveys or an experiment followed by statistical analysis, or qualitative, using one single tool followed by narrative analysis. Otherwise, researchers may opt for a multi-method approach. In a multi-method quantitative design, a combination of different quantitative data collection techniques with the data subsequently analysed using statistical methods. Similarly, a multi-method qualitative design involves using various qualitative techniques, each accompanied by appropriate analysis methods (Collis & Hussey, 2013).

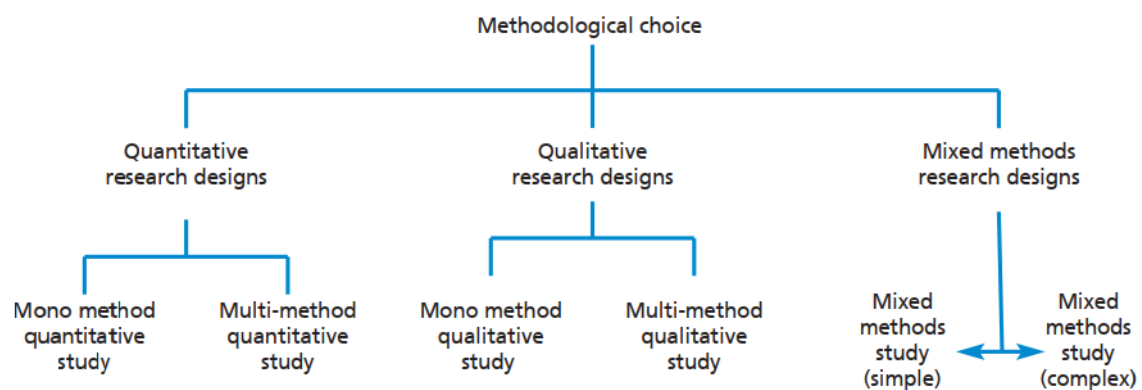


Figure 3.3. Methodological Choices (Saunders et al., 2019, p. 176)

3.5.1.2. Mixed Research Resign

In mixed research design, a simple mixed methods study typically utilises a straightforward combination of qualitative and quantitative methods, characterised by a clear and often sequential approach, as discussed by Almeida (2018). For instance, it may involve collecting quantitative data and then using qualitative data to explain those results, or vice versa. Data integration tends to be bare, and each component could stand alone as a separate study. The methodologies complement each other but are distinct within the research design. In contrast, a complex mixed methods study features a high degree of interaction between qualitative and quantitative components. These studies often use advanced designs like embedded or multiphase designs. Data integration is intricate, with each method deeply informing and relying on the other. The research questions are designed such that neither the qualitative nor the quantitative strand can provide a complete answer on its own; only the combination of both yields a comprehensive understanding of the research problem.

Building on the categorisations of mixed methods research outlined by Plano et al. (2008) and Saunders et al. (2019), there are six distinct types of conducting such research.

There are distinct mixed research designs, each with a unique process and application varying in sequences and proportions. Table (3.2) outlines the different mixed research designs and their specificities.

Table 3.2. Different Mixed Research Designs; *Note: Table Created by the Researcher, Based on Data from Saunders et al. (2019), Plano et al. (2008), And Johnson & Christensen (2019).*

Mixed Research Design	Main Features
Concurrent Mixed Methods (Convergent Parallel)	- Integrates quantitative and qualitative methods simultaneously. - Independent examination of each data type. - Combined insights for comprehensive conclusions. - Equal importance to both data types. - Triangulation technique for parallel data collection and analysis.
Sequential Exploratory Research design	- It begins with qualitative exploration, followed by a quantitative phase. - Qualitative data formulates hypotheses for quantitative testing. - Useful in areas with limited empirical understanding. - Pivotal in developing new instruments or variables.
Sequential Explanatory Research Design	- Starts with quantitative data collection and analysis, followed by qualitative data. - Qualitative data elaborate on or clarify quantitative findings. - Used when quantitative results guide participant selection for qualitative research. - Clarifies unexpected quantitative results.
Transformative Research Design	- Starts with quantitative, followed by qualitative research. - Quantitative for Patterns: Initial phase for broad trends. - Qualitative for Depth: The second phase is for detailed insights.

	• Data Integration: Combines findings for advocacy and change. • Data Integration: Combines findings for advocacy and change. • Emphasizes Marginalized Voices: Focuses on underrepresented groups.
Embedded Research Design	• Combines different research designs. • Qualitative research embedded within a broader quantitative study. • Offers both a broad and in-depth understanding. • Useful for understanding complex phenomena and developing theoretical frameworks.
Multiphase Design	• Conducts multiple projects over time with a common goal. • Each phase builds on the previous one. • Can be concurrent or sequential. • Provides a holistic evaluation of programs or interventions. • Aids in policy and strategy development.

3.5.1.3. Context of the Research Situation

Within the scope of this inquiry, the adoption of the pragmatism paradigm, which facilitates the integration of diverse research philosophies, assumptions, and methodologies for data collection and analysis (Creswell, 2014), aligns seamlessly with the necessity of employing an Explanatory Sequential Mixed Method Design. This design is appropriate for comprehensively investigating the impact of the LBA on enhancing LC among EFL students. Pragmatism as a philosophical underpinning supports the synthesis of quantitative and qualitative research methods, enabling a more holistic understanding of phenomena (Johnson et al., 2007). This philosophical stance is particularly suited for studies like ours, where the complexity of educational interventions demands multifaceted evaluation methods. The explanatory sequential design accommodates and encourages diverse approaches to yield practical and context-specific insights, which is vital, especially when exploring the intricate dynamics of language acquisition and literary skill improvement.

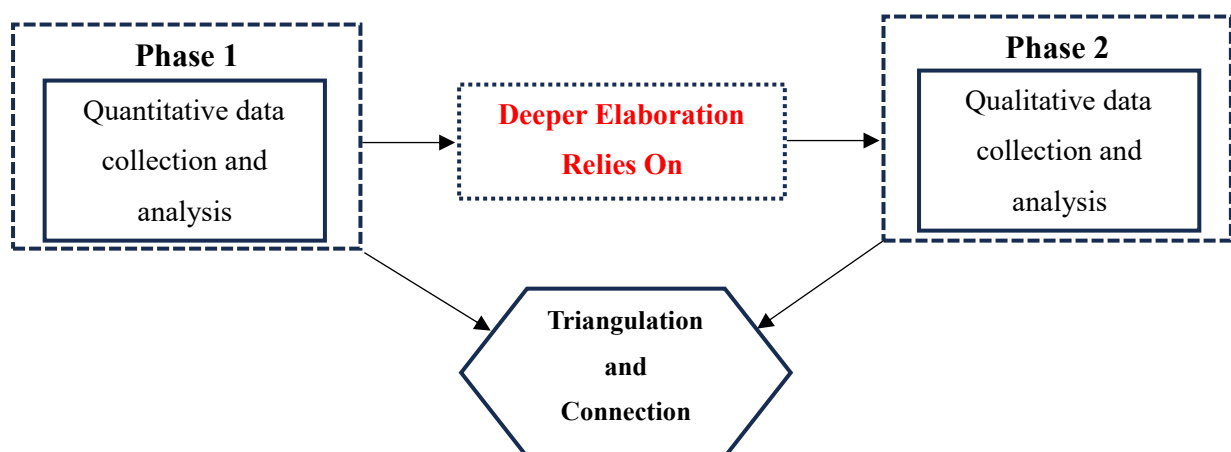


Figure 3.4. Sequential Explanatory Mixed Methods Design, *Adapted from Philip (2011, p.10)*

As depicted in Figure (3.4), the researcher conducts a sequential mixed methods approach, explained by Ivankova et al. (2006) as gathering and analysing the quantitative data first; the findings from the quantitative phase guide the development of the qualitative research components. Specifically, the outcomes of the quantitative analysis provide a foundation for formulating targeted questions for the qualitative interviews. This sequential process ensures that the qualitative data collection is informed and enriched by the insights gained from the quantitative findings, allowing for a more nuanced exploration of the LBA's impact on the literary skills of EFL students.

3.5.1.4. Rationale for using Explanatory Sequential Mixed Method

The methodological support behind selecting an explanatory sequential mixed methods design in this research is grounded in a multifaceted approach that aligns with the study's objectives and the complexity of the research questions. This design choice is not arbitrary but driven by several compelling reasons that make it particularly suited for the investigation. Each reason contributes uniquely to the study's overarching aim, ensuring that the research methodology is rigorous and tailored to explore the nuances and depths of the subject matter effectively. This methodological choice is particularly advantageous for the following reasons:

- *Nature of Research Questions and Hypotheses:* This study explores the quantitative impact of LBA on LC and the qualitative perceptions and experiences of teachers and students. The sequential explanatory design is ideal as it allows for an initial quantitative data collection and analysis (addressing RQ1 and RQ2), followed by a qualitative phase (addressing RQ3 and RQ4). This design ensures a comprehensive understanding of the measurable outcomes and the subjective experiences and perceptions of the intervention.
- *Complementarity:* The Sequential explanatory design employed in this study leverages the complementary strengths of quantitative and qualitative methods. This dual-method approach addresses the limitations inherent in each method by capitalising on the other's strengths. Specifically, the quantitative data provided a foundational understanding of the rankings and levels of use regarding different approaches to subject analysis and subject metadata creation. However, the qualitative analysis offered depth and context to these findings. The insights from the qualitative data elucidated the nuances behind the perceptions and experiences that shape the understanding and practices in these areas. This approach aligns with the principles outlined by Wipulanusat et al. (2020), who emphasise integrating quantitative results with qualitative explanations. The content analysis within the qualitative phase not only supplemented but also substantiated the quantitative research findings, thus fulfilling the study's objective of achieving methodological complementarity. By harnessing

the strengths of quantitative and qualitative approaches, this Sequential explanatory design ensured a more comprehensive and nuanced exploration of the research questions, providing a robust framework for understanding complex phenomena for enhanced interpretation and theory building.

- *Completeness and Depth:* Leedy and Ormrod (2014) highlight that completeness involves addressing both the central problem and its related sub-problems in their entirety. Building on this assertion, this research project delves into the primary concern of enhancing literature teaching through a specific pedagogical method. Further, it examines students' and teachers' comparative experiences and perceptions as a related sub-problem. By employing a sequential explanatory method, the research first gathers quantitative data to assess the direct impact of the pedagogical approach. Then, it follows up with qualitative insights to add depth and context to these findings. This approach ensures a comprehensive understanding of both the effectiveness of the teaching method and its reception among those directly involved, thereby offering a multi-faceted view of the educational intervention's impact.
- *Rigour and Validation:* Employing a Sequential Explanatory Design, as outlined by Ivankova, Creswell, and Stick (2006), augments the study's methodological rigour by strategically linking different data sets, utilising techniques such as sampling, building, merging, embedding, and narrative. This approach begins by objectively measuring changes in (LC), which is grounded in statistical validation. At the same time, the subsequent phase, involving the collection of insights from teachers and students, adds a crucial layer of contextual validation. This ensures that the study's findings are not only statistically robust but also carry significant educational implications, offering a more comprehensive understanding of the impact of the pedagogical method under investigation.
- *Practicality and Feasibility:* This design is practical for educational settings where interventions like LBA are implemented. Quantitative data (e.g., test scores, questionnaire responses) can be collected relatively quickly and systematically. The subsequent qualitative phase (e.g., interviews and open-ended questionnaire responses) allows for in-depth exploration without overwhelming participants with too many open-ended questions at once.

3.5.2. Research Strategies

In the context of this research, the strategy, a critical layer of the research methodology onion, outlines the data collection and analysis plan. Following Creswell & Creswell (2017), this approach delineates a research project's trajectory to achieve its intended objectives. Employing a sequential explanatory mixed method, the study integrates quantitative and qualitative methodologies in a staged, two-phase manner. This method is meticulously selected to

comprehensively address the research problem, with each distinct phase aimed at exploring different yet interrelated facets of the inquiry.

3.5.2.1. Quantitative Components

The first phase of the research involves a quantitative approach. It begins with a pre-intervention questionnaire, followed by a quasi-experimental method, and culminates with a post-intervention survey of the experimental group participants.

3.5.2.1.1 Quasi-experimental Method

Experimental research is ideal for such studies, as it allows precise control over variables and randomisation to ensure internal validity, establishing transparent cause-and-effect relationships. However, in this study, a fully randomised experimental design was not feasible due to institutional constraints. Given these limitations, a quasi-experimental design was adopted. While less robust than a randomised controlled trial, it still enables examining causal relationships and assessing intervention effectiveness in real-world scenarios. Several researchers have highlighted the merits of quasi-experimental designs to support this approach. Phan and Ngu (2017) note that designs such as time series and single-case studies are effective alternatives for examining causal relationships in the social sciences when actual experimental conditions are unattainable. Similarly, Shadish and Luellen (2005) explain that quasi-experimental designs can manipulate causes and examine their effects without randomising units to conditions.

3.5.2.1.2. Survey Questionnaire

Using survey questionnaires before and after the intervention provides a structured means to objectively assess students' literary competence. The first questionnaire is designed to gauge students' attitudes and perceived difficulties in learning literature. In contrast, the second aims to capture the experiment participants' perceptions and insights into their experience in LBA teaching methods, mainly focusing on its impact on their engagement and understanding of literature. These questionnaires, tailored to evaluate specific dimensions of literary competence, allow for a systematic and quantifiable analysis of changes post-intervention.

3.5.2.2. Qualitative Components

Following the quantitative phase, the study transitions to its qualitative segment.

3.5.2.2.1. Teachers' Interviews

Integral to the qualitative phase are semi-structured interviews with teachers. These interviews are significant in contextualising the quantitative data, offering more profound insight into the pedagogical efficacy of the LBA. By exploring teachers' experiences and perceptions, a more nuanced understanding of how the approach influences students' engagement and comprehension of literature is attained. This qualitative inquiry not only corroborates findings from the

quantitative phase but also reveals potential unforeseen effects or challenges in applying the Language-Based Approach.

3.5.3. Time Horizons

The research design thoughtfully merges cross-sectional and longitudinal methodologies, integrating distinct elements of each approach. Babbie (2020) and Saunders et al. (2019) detailed that cross-sectional research involves gathering data at a single moment in time. It is ideal for studies with tight timelines, focusing on a specific snapshot. This method is evident when data was collected at distinct intervals, such as with the pre-intervention questionnaire in October 2022 and the post-intervention questionnaire in March 2023.

Moreover, the research incorporates a longitudinal dimension, particularly highlighted by the quasi-experimental component conducted throughout the two semesters of the 2022/2023 academic year. As Babbie (2020) elaborates, longitudinal studies track changes by observing multiple points over a longer duration. This allows for a deeper understanding of developments over time and introduces complexities related to changing conditions that might influence the study. On the other hand, qualitative teacher interviews took place in October 2023.

3.5.4. Research Variables

In the intricate research journey, considering variables stands as a cornerstone, embodying measurable factors that transform varying circumstances. This conceptualisation of variables as dynamic elements is fundamental to the fabric of research endeavours, given that the essence of a research title, and indeed the core focus of the study itself, is encapsulated within these variable elements. As Abiodun (2017) notes, identifying and manipulating variables form the core of research activities, highlighting the necessity of variables for constructing and guiding research inquiries. Adegun (2005) expounded that educational research predominantly revolves around elucidating the interrelations among variables, aiming to unravel the complex tapestry of causality and correlation underpinning the educational domain. Each facet of research is imbued with these essential characteristics and ingredients, known collectively as variables, highlighting their indispensable role in pursuing knowledge.

At the heart of experimental research lies the exploration of causal (or functional) relationships, where the researcher, through meticulous manipulation, seeks to unveil the effects of one variable upon another. This investigation paradigm commences with identifying an effect, subsequently embarking on a quest to unearth its causative factors. The variable deliberately manipulated, potentially encompassing more than one entity, is designated as the Independent Variable (IV). This variable, embodying the presumed cause, predictor, or antecedent, sets the stage for the

ensuing investigation. Conversely, manipulation is anticipated to influence the dependent variable (DV). Also referred to as the criterion or outcome variable, it epitomises the presumed effect or consequence, with its value intrinsically linked to manipulating another variable.

Incorporating these insights into the framework of this study, which delves into the impact of a Language-Based Approach on enhancing the literary competence of second-year EFL students, the independent variable is the application of this pedagogical intervention. This encompasses educational strategies to nurture a profound engagement and understanding of literature. The dependent variable, or the outcome of interest, is the multifaceted construct of literary competence, encompassing the students' analytical prowess, genre comprehension, and application of literary concepts. Through a blend of pre- and post-intervention assessments, this research endeavours to map the terrain of causality and effect, illuminating the transformative potential of the Language-Based Approach within the EFL literary landscape.

Therefore, while initially adopting a cross-sectional approach due to constraints in budget and time, the research inadvertently integrates longitudinal characteristics, mainly through the extended period of the quasi-experimental phase. This synthesis of cross-sectional and longitudinal methods enriches the study, enabling it to capture the immediate and evolving impacts of the interventions. However, considering the diverse timeframes and procedures involved in the data collection process, it also calls for a nuanced interpretation of the data. Figure (3.5) depicts the methodological flowchart that illustrates the sequential process of our mixed methods research design.

Figure 3.5 presents a comprehensive workflow of the research design, it developed by the researcher to structure the study's complex methodological approach. This design strategically orchestrates the research processes, adhering to a mixed-methods paradigm to ensure a rich, multi-dimensional analysis. At the foundation of the workflow lies the research philosophy and theory, setting the direction for the methodological execution of the study.

The quantitative data collection commences with pre- and post-tests, alongside questionnaires, aimed at quantitatively measuring the impact of the pedagogical intervention. This step is crucial for obtaining baseline data and subsequent change indicators relevant to the students' literary competence. The meticulous quantitative analysis follows, utilizing specific analytical tools to assess the effectiveness of the pedagogical strategies implemented during the research.

Next, the workflow shifts focus to qualitative data through interviews, providing a profound layer of depth to the quantitative findings. The qualitative analysis draws from the rich, descriptive insights of participants, which, when integrated with the quantitative data, offers a holistic understanding of the research problem.

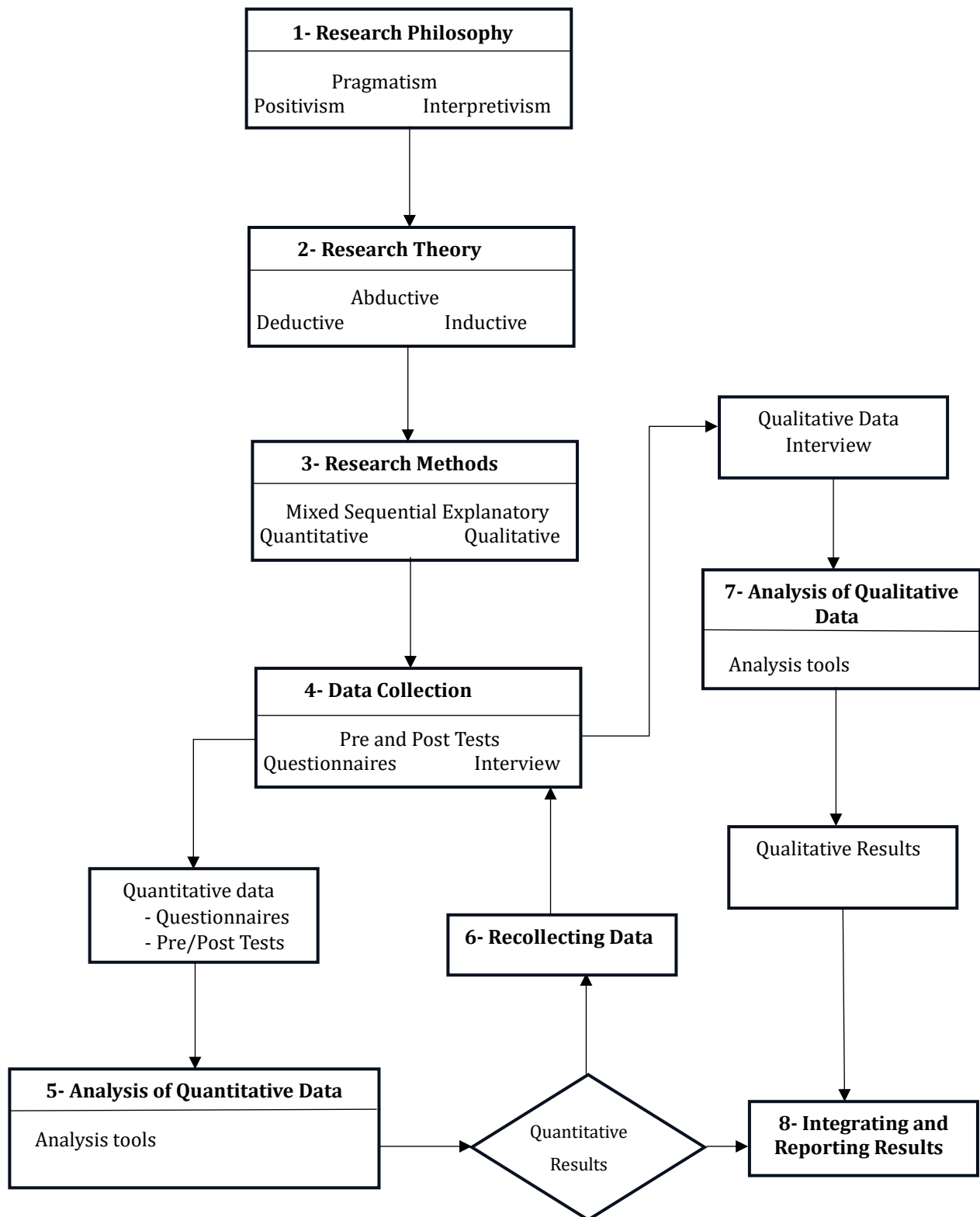


Figure 3.5. Workflow of Research Design (Developed by the researcher).

3.6. Research Population and Participants

3.6.1. Population of the Study

In academic research, two distinct populations are often identified: the target population and the accessible population, as delineated by McMillan and Schumacher (2010). The target population encompasses a broader demographic, including potential and non-potential respondents relevant to the study. In this inquiry, the target population is defined as Algerian undergraduate students studying EFL while completing their bachelor's degree.

Conversely, the accessible population is a more narrowly defined subset comprising second-year EFL students at El Oued University who are available and willing to participate in the research. This group consists of 139 students, including 102 female and 37 male students. Their ages range from 18 to 42, with the predominant age group being between 18 and 21 and an average age of 20. This specific population was selected for several reasons that align with the study's objectives.

Firstly, these students have acquired foundational knowledge of literary texts at this stage of their academic journey, including understanding various literary genres, familiarity with different eras of English literature, and awareness of literary language characteristics, such as rhetorical devices and figurative language. Their existing knowledge base positions them ideally for implementing the Language-Based Approach. As an advanced pedagogical strategy, this approach requires a certain level of pre-existing literary awareness, which these students possess. The LBA is anticipated to further enhance their comprehension and appreciation of literature, building on their current understanding.

Additionally, the linguistic proficiency of these students is expected to be relatively advanced by their second year of EFL studies. They would have developed a more robust command of English, which is crucial for navigating the linguistic complexities inherent in literary texts. The LBA relies on students' ability to engage with and interpret language at a nuanced level, which is more feasible at this stage of their language development. Their enhanced linguistic skills will allow for deeper engagement with the texts, enabling a more profound understanding of the literature both linguistically and thematically.

Moreover, these students are likely ready to embrace more sophisticated learning strategies at this level in their educational journey. Having mastered the basics, they are positioned to benefit from an approach that integrates advanced linguistic analysis with literary appreciation. This readiness ensures that the approach is appropriately challenging yet accessible.

The second segment of the population includes EFL literature teachers from various Algerian universities. These educators offer many experiences and perspectives, providing valuable insights into the LBA's practical application, challenges, and effectiveness in diverse educational settings.

Their participation is vital for comprehensively understanding the LBA's pedagogical implications and outcomes across different institutional contexts. Including literature teachers from multiple universities allows for a broader evaluation of the LBA's impact on student engagement and learning outcomes in the field of EFL literature teaching across Algeria.

3.6.2. Participant Sampling of the Experimental Study

McMillan and Schumacher (2010) describe sampling as choosing a group from which data is gathered. Similarly, Patton (2015) characterises a sample as a segment of the overall target population or sampling frame that is representative of the entire population. From the target population of this study, a sample of 64 students was selected. The university administration already divided these students into two groups to teach the literary text module, necessitating a non-probabilistic sampling method. To introduce an element of randomness within the constraints of the quasi-experimental design, the researcher randomly assigned one of these pre-existing groups as the control group and the other as the experimental group. This method of randomised group assignment is appropriate for quasi-experimental designs where complete randomisation is not feasible (Shadish et al., 2002).

Regarding the sample's demographic details, conversations with the participants provided information on their ages, backgrounds, and languages spoken. The sample comprises 26.55% male and 73.44% female participants. The age distribution of the participants is detailed in the subsequent Table.

Table 3.3. Profile of Participants

	Experimental Group				Control Group			
Age	18-20	21-25	26-30	Plus 30	18-20	21-25	26-30	Plus 30
Count	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Females	15 (48.3)	7 (22.5)	3 (9.6)	1 (3.2)	13(39.3)	6 (18.1)	2(6.0)	0(0)
Males	1 (3.2)	2 (6.4)	0 (0)	2 (6.5)	4(12.1)	4(12.1)	3(9.0)	1(3.2)
Total	31				33			

3.6.3. Participants of the Pre-Treatment Questionnaire

The pre-treatment questionnaire was administered to second-year EFL students at El Oued University, targeting the entire cohort of this specific academic level. The participants who engaged in this survey were part of the accessible population for the study, which was focused on evaluating the effectiveness of a Language-Based Approach in literary education within an EFL context.

3.6.3. Participants of the Post-Treatment Questionnaire

The post-treatment questionnaire was administered explicitly to the experimental group involved in the study of the LBA in literary education within the EFF context at El Oued University. This group consisted of 31 second-year EFL students who experienced the LBA intervention.

3.6.4. Informants of Semi-Structured Interviews

In this sequential quantitative mixed study, the qualitative method functions as a critical component that substantiates the findings obtained from the quantitative results. To this effect, the qualitative approach, primarily through expert interviews, is designed to probe into the complexities of methods and pedagogical issues in teaching literary texts. It focuses on understanding the perceptions and experiences of implementing specific techniques in EFL contexts. Accordingly, purposive sampling is the most appropriate method for this qualitative inquiry. Backing this thought, Johnson and Christensen (2014) state that purposive sampling is a non-random technique that does not rely on statistical theories or require a predetermined number of participants. Instead, it enables the researcher to strategically identify and choose individuals with the necessary knowledge or experience related to the phenomenon under study. This technique, called judgment sampling, involves intentionally selecting participants based on specific characteristics or expertise relevant to the research questions (Etikan, 2016).

This study's interviewee sample comprises five literature teachers from five Algerian universities, selected for their diverse perspectives in teaching literature. The informants' academic qualifications and teaching experience vary significantly, enriching the data collection process. Five possess PhD degrees, and the remaining informant has a magister degree. This variety in academic and professional standing contributes to a comprehensive understanding of the implementation and impact of the LBA in literature education. Each informant brings substantial experience and a high proficiency level in teaching literature, ensuring informed and nuanced contributions to the study.

To provide a clear overview of the informants' profiles, the subsequent Table (3.4) details their gender, educational qualifications, and years of experience in teaching English literature. This categorisation facilitates a better understanding of the range and depth of insights they offer:

Table 3.4. Profile of Literature Teacher Informants

	Gender	Qualification	Experience	Subject Area	University
Expert 1	Male	PhD	18	Literary Texts	Algiers
Expert 2	Male	PhD	9	Literary criticism	El Oued

Expert 3	Female	PhD	12	Literary Texts	El Oued
Expert 4	Female	PhD	14	Comparative Lit.	Tlemcen
Expert 5	Female	Magister	21	Literary Texts	Sidi Belabas

3.7. Techniques and Procedure of Data Collection

Data gathering encompasses a variety of sophisticated tools and methodologies, each tailored to address specific research needs. Various tests, questionnaires, observations, and interviews are traditional yet foundational tools, providing a robust framework for qualitative and quantitative analysis in different fields (Pereira, 2017). Advanced techniques like data mining, including classification, clustering, and association rule mining, have emerged as powerful methods to unveil hidden patterns in educational data, thereby enriching our understanding of student behaviours and learning environments (Arasan & Muthukumaran, 2019).

In pursuit of this study's objectives, a mixed-methods research design was employed, encompassing a tripartite approach to data collection. This design integrates quantitative and qualitative methodologies, addressing the potential limitations of relying solely on a single method or observational perspective.

Quantitatively, the study utilised pre-test and post-test assessments alongside a student questionnaire to gauge the effectiveness of the Language-Based Approach in enhancing literary competence among second-year EFL students at El Oued University. This quantitative phase aims to provide measurable and comparable data on students' literary analysis skills, understanding of literary genres and themes, and their application of literary terms and concepts before and after the intervention.

The research incorporated qualitative interviews with teachers to gain in-depth insights into their perceptions of the Language-Based Approach. This component is designed to capture the nuances of teacher observations regarding student engagement and understanding and identify the specific elements of the approach that teachers deem most effective.

The principle of methodological triangulation guided the integration of these diverse data collection instruments. As Clemen (1989) noted, combining multiple data sources enhances the accuracy and robustness of findings. In other words, the role of methodological triangulation in building coherence and cohesion in research is particularly pertinent to workplace communication studies. It facilitates the validation of each method's findings with the others and compensates for any potential deficiencies each method might face in isolation. Östlund et al. (2011) further supported this view, stating that triangulation aids in integrating findings from different methods,

thereby clarifying theoretical propositions and enhancing the link between theoretical frameworks and empirical observations.

3.7.1. Data Collection Tools of the Quantitative Research

As the first phase of the research, this section focuses on the data collection tools used in the quantitative aspect of a mixed-methods study aimed at evaluating the effectiveness of the LBA in enhancing the literary competence of second-year EFL students at El Oued University. The quantitative data collection is pivotal in addressing the main research question (RQ1) and its sub-questions (RQ1a, RQ1b, RQ1c), as well as the comparative research question (RQ2). These questions are designed to measure the extent and nature of changes in students' literary competence, including their abilities to comprehend literary texts and understand literary genres and themes, in addition to their analytical skills in applying literary terms and concepts.

The quantitative data collection tools are carefully selected and designed to capture objective, measurable evidence of the LBA's impact as a pedagogical orientation in teaching literary texts to undergraduate students. This includes pre- and post-treatment questionnaires distributed to students, standardised tests assessing their literary analysis skills, and a structured comparison with a control group receiving traditional literature instruction. These instruments are intended to yield robust, quantifiable data that can be statistically analysed to ascertain the effectiveness of the intervention.

This section will thoroughly discuss the rationale behind each tool's choice, design, and analysis methods. Additionally, the process of ensuring the reliability and validity of these tools will be explored. This comprehensive examination of the quantitative data collection methods will lay a foundation for a detailed, empirical understanding of how the LBA impacts the literary competence of EFL learners, thereby contributing significantly to the field of EFL literature education.

3.7.1.1. Pre-Treatment Questionnaire

The questionnaire is a quintessential tool in educational research, often seen as the backbone of effective data collection. This instrument is significant operational means, amassing a substantial database through its application. As Barr (1953) succinctly puts it, a questionnaire is a systematic compilation of questions submitted to a sampling of the population from which information is desired. Expanding on this definition, Roopa and Rani (2012) describe it as a method involving a series of questions aimed at individuals to garner statistically relevant data on a particular subject. In the current research, the pre-intervention questionnaire for students is meticulously organised and conducted individually during the standard literary text sessions.

3.7.1.1.1. Rational of Pre-Treatment Questionnaire

The primary objective of the pre-treatment questionnaire in this research is to establish a comprehensive baseline of the current literary competence and related factors among undergraduate students. This baseline serves as a critical point of reference for implementing LBA to establish a literary ground for the student in this stage of learning EFL. It is designed to capture a multifaceted picture of the student's abilities and attitudes before the intervention begins. The subsequent arguments constitute the primary rationale for adopting this approach in the literature pedagogy.

Assessing Initial Literary Competence: Literature in EFL contexts is a complex field where various factors, including linguistic proficiency, cultural background, and prior educational experiences, influence students' competence. The Pre-Treatment Questionnaire aims to gauge the student's abilities in literary analysis, comprehension of genres and themes, and application of literary terms and concepts. This assessment aligns with studies emphasising the importance of understanding learners' starting points for effective pedagogical interventions.

Addressing Challenges and Difficulties in Learning Literature: The Pre-Treatment Questionnaire is integral to identifying students' specific challenges and difficulties in their literature studies. Literature in an EFL context can present unique hurdles, such as grappling with complex linguistic constructs, interpreting cultural nuances, and engaging with diverse literary forms and genres. These challenges can significantly impact students' learning experiences and outcomes.

Identifying Educational Background and Learning Styles: Students come from diverse educational backgrounds with varying experiences in literature studies. The questionnaire seeks to identify these differences, which are crucial for tailoring the Language-Based Approach. Research by Carrell and Eisterhold (1983) highlights how understanding learners' backgrounds and learning styles can significantly impact the effectiveness of teaching methods in EFL classes.

Understanding Attitudes and Motivations: Literature learning is deeply affected by students' attitudes and motivations. The questionnaire will explore students' interest in and perceptions of literature, which are essential for fostering engagement. Edwards and Edwards (1971) noted a strong correlation between attitudes and behaviour, suggesting that positive attitudes towards a subject (like literature) could significantly influence learning outcomes.

Establishing a Comparative Framework: The questionnaire provides essential baseline information against which post-intervention data can be compared by gathering data before the intervention. This comparative analysis is fundamental for assessing the impact of the LBA. Comparative analysis helps identify common characteristics of good and effective teaching, which

is fundamental in evaluating teaching methods (Grift, 2007). It can provide reliable information for promoting good instruction and identifying deficient and outstanding teaching.

Facilitating Tailored Instructional Strategies: The insights gained from the Pre-Treatment Questionnaire will enable educators to tailor the LBA to meet the specific needs and preferences of the student cohort. Tailored instructional strategies are more likely to be effective, as Rieth and Evertson (1988) discussed, who found that tailored instructional strategies, pre- and post-instructional variables, and testing and academic feedback can increase engagement and achievement of difficult-to-teach students. Adopting pre- and post-intervention questionnaires aligns with examining pre- and post-instructional variables. Understanding the changes in students' literary competence before and after the intervention is crucial in assessing the effectiveness of the LBA, mirroring the focus of Rieth and Evertson on evaluating student performance before and after specific instructional strategies.

3.7.1.1.2. Procedure of Questionnaire Administration

The administration of the questionnaire was conducted with careful planning and consideration to ensure effective data collection, high response rates, and reliability. The questionnaire was distributed to students in person during a regular session dedicated to studying literary texts. This timing was strategically chosen to ensure maximum participation, as students were already present and engaged in a relevant academic setting.

Before distributing the questionnaires, the researcher explained the purpose and content to the students. This step was crucial to avoid any potential misunderstandings or misinterpretations of the questions. Each item on the questionnaire was discussed in detail to ensure that students fully understood what was being asked of them.

The students were then given ample time to complete the questionnaire individually. This approach was adopted to encourage honest and reflective responses, minimise the influence of peers, and ensure the authenticity of the data collected. The questionnaire was designed to be anonymous to enhance further the students' comfort level and the reliability of their responses. Students were reassured that their responses would be confidential and used exclusively for this research.

Clarity of instructions was also a key focus. Detailed guidelines were provided verbally and in written form on the questionnaire. These instructions included responding to different questions, such as multiple-choice, Likert scale, and open-ended questions. They provided information on whom to contact for any queries or further clarifications.

Adequate time was allocated for students to complete the questionnaire, ensuring they did not feel rushed and could provide thoughtful responses. Upon completion, the questionnaires were collected immediately, reducing the risk of loss or misplacement.

Throughout the process, the significance of each student's participation was emphasised. Students were reminded of the value and importance of their unique perspectives to the success of the research. This approach aimed to encourage full participation and underline each student's contribution to the study. The in-person administration, with detailed explanations and a focus on anonymity, facilitated a high response rate and yielded reliable, meaningful data for the research.

3.7.1.2. The Description of the Students' Pre-Treatment Questionnaire

The Students' Pre-Treatment Questionnaire is designed to collect comprehensive data on various aspects of students' backgrounds, attitudes, competencies, and challenges related to learning literature in an EFL context. The questionnaire comprises six sections, each targeting specific areas crucial for understanding the students' current standing and needs in literary education. Below is an overview of each section and the rationale behind its inclusion:

Section 1: Demographic Information

This section gathers basic demographic information, including age, gender, educational background in literature, English language proficiency, duration of learning English, and prior language learning experiences. The objective is to establish a demographic profile of the students, which is essential for understanding classroom diversity and correlating demographic factors with students' responses in other sections.

Section 2: Attitudes and Motivations towards Literature

This section explores students' attitudes towards and motivations for studying literature. It includes questions on their interest in literature, the perceived relevance of literature studies to their personal and academic goals, the enjoyment derived from literature, the influence of cultural background on literature perception, motivation for studying literature, challenges faced, genre preferences, the impact of past literature experiences, and expectations from the course. The aim is to understand the factors that drive students' engagement with literature, which can inform the tailoring of the curriculum to better align with their interests and motivations.

Section 3: Challenges and Difficulties in Learning Literary Texts

This section identifies students' challenges and difficulties while engaging with literary texts. It covers areas like understanding literary concepts and terms, comprehension of complex texts, cultural contexts and references, expressing thoughts and analyses, engagement with specific genres, the impact of language barriers, interpreting literary devices, personal experiences with

particular challenges, and desired support and resources. Understanding these challenges is critical to developing teaching strategies that effectively address these difficulties.

Section 4: Literary Competence and Experience

This section evaluates students' proficiency and experience in understanding and analysing language's literary and aesthetic aspects. It covers understanding literary terms, familiarity with literary genres, confidence in literary analysis, appreciation of aesthetic elements, prior educational exposure to literature, experience with literary criticism, engagement with literature in a second language, interpretation of figurative language, and personal literary interests. The data gathered here will help assess students' baseline literary competence and identify areas requiring more curriculum focus.

Section 5: Language Barriers in Learning Literature

The final section delves into students' language-related challenges in learning literature. It includes difficulties with literary vocabulary, understanding complex sentences and structures, interpreting symbolism and metaphors, expressing literary analysis in English, understanding cultural and historical contexts, the impact of language barriers on literary appreciation, preferred support for overcoming language barriers, confidence in participating in literature discussions, and the relationship between language proficiency and literature learning. This section is pivotal for understanding how language barriers affect students' engagement with and understanding of literature, which is essential for adapting teaching methods and materials in an EFL context.

Section 6: Learning Styles and Preferences in Taking Literature Lessons

The focus here is ascertaining students' preferred learning styles and methodologies in literature classes. It includes preferences regarding methods of instruction, engagement with reading materials, types of literary analysis, role of technology, class discussion dynamics, reaction to teaching styles, assessment methods, classroom environment, pace of learning, and focus of interest in literature studies. This information is crucial for adapting teaching methods to suit students' preferred learning styles, thereby enhancing the effectiveness of literature instruction.

3.7.1.1.3. Limitations

Several key factors must be considered when discussing the limitations of the Students' Pre-Treatment Questionnaire. Firstly, as Pouwer et al. (1998) highlighted, Social Desirability Bias presents a notable limitation. This bias stems from respondents' inclination to answer questions in a manner that others will view favourably. Such a tendency can lead to inaccuracies or exaggerations in self-reported data, as participants may alter their responses due to fear of disclosure, influenced by survey length, or constrained by memory limitations. This factor could

skew responses concerning personal attitudes or self-assessed competencies, where respondents might overstate their interests or proficiency.

Another significant limitation is the Lack of Personalisation inherent in standardised questionnaires. Spicker (2013) notes that personalisation is often proposed to better address individual nuances and experiences, but it only sometimes yields more efficient and practical results. In the context of our questionnaire, this limitation might result in an inadequate capture of the specific circumstances or unique challenges some students face, potentially leading to a misrepresentation of their actual experiences in learning literature in an EFL environment.

Furthermore, Griffée's (2012) critique of survey designs' inability to establish cause-and-effect relationships is particularly relevant. Although the questionnaire is adept at identifying correlations between various factors, such as the relationship between students' enjoyment of literature and their English proficiency, it falls short in its capacity to determine causal links. This limitation is crucial in understanding that while the questionnaire might reveal trends and associations, it cannot conclusively establish whether one variable is responsible for changes in another. Additionally, it is essential to recognise that despite their utility in gauging opinions and attitudes, questionnaires cannot be regarded as tools for measuring progress or regression in learning (Griffée, 2012). They provide a snapshot of perceptions and self-reported competencies at a particular moment, but they do not track changes over time or effectively measure the impact of educational interventions. This aspect limits their use in longitudinal studies or research aiming to assess the effectiveness of pedagogical strategies in a quantifiable manner.

3.7.1.3. Data Instruments Collection of the Experiment

The experimental design represents the second data collection tool implemented to test our research hypothesis, which focuses on enhancing students' literary competence through implementing the LBA in the context of EFL education at El Oued University. Following Goodwin and Goodwin's (2013) assertion, the core element of experimental methodologies lies in manipulating the independent variable to observe its effects on the dependent variable while keeping other factors constant. This approach ensures that any observed changes can be attributed to the independent variable. Additionally, the experimental framework involves a comparative analysis between two distinct groups: a control group and an experimental group. As Aparasu (2010) notes, the comparison is based on the differential outcomes observed in these groups, measured pre-and post-intervention. The primary focus lies on the experimental group to assess the direct impact of the intervention, while the control group tracks any alterations occurring independently of the intervention. This experimental setup is a powerful tool for examining causal relationships despite the inherent challenges of time constraints in conducting such research. The

quasi-experimental design is specialised in the present inquiry, mainly when random allocation is unfeasible. The primary distinction between an actual experiment and a quasi-experiment lies in the non-randomization of the sample; however, other investigation features are comparable (Shadish et al., 2002). Singh (1998) defines a quasi-experimental design as a methodological approach that applies experimental analysis to findings which fall short of meeting the comprehensive standards of an actual experiment. This type of design is instrumental in establishing causal relationships between variables, where the independent variable LBA is posited to influence the dependent variable (undergraduate EFL students' literary competence).

Rogers outlines several types of quasi-experiment research, including pretest–post-test design, time-series design, Latin-square design, repeated-measures design, and control or comparison group. In this research, the pretest–post-test design is employed to evaluate the variations in scores between different sets, thereby quantifying the extent of these variations by comparing student performance before and after the intervention. The rationale for adopting such a research design is multifaceted and grounded in academic research. It is supported by Bärnighausen et al. (2017) claims, who highlight that such pretest–post-test design generates causal evidence and maintains high external validity. This is particularly relevant in educational research, where replicating the controlled conditions of randomised controlled trials (RCTs) is often challenging. Quasi-experimental studies are adept at investigating long-term outcomes, which aligns with the objectives of this research to examine the lasting impacts of educational interventions. Besides, Osmanović and Maksimović (2022) further strengthen this rationale by demonstrating that quasi-experimental designs have been effectively used in various domains, including education, to establish convincing causal links between interventions and outcomes centred around measuring the progression of specific aspects of the dependent variable. This is pertinent to the current study, which aims to establish a causal relationship between implementing an LBA and improving literary competence.

3.7.1.3.1. The Design of the Experiment Research

The procedure for the experimental research is methodically outlined within a structured design, which is visually represented in the flowchart provided in Figure (3.6). As per Griffiee (2018), the fundamental components of an experimental design are identified as the treatment, the unit of assignment, and the outcome measure. However, it is pertinent to consider including another critical element: the pre/post-test. This component is vital for assessing the baseline and subsequent changes in the dependent variable, offering a more comprehensive understanding of the treatment's impact within the experimental framework. These components are foundational to

the experimental process's integrity and validity and offer a more comprehensive understanding of the treatment's impact within the experimental framework.

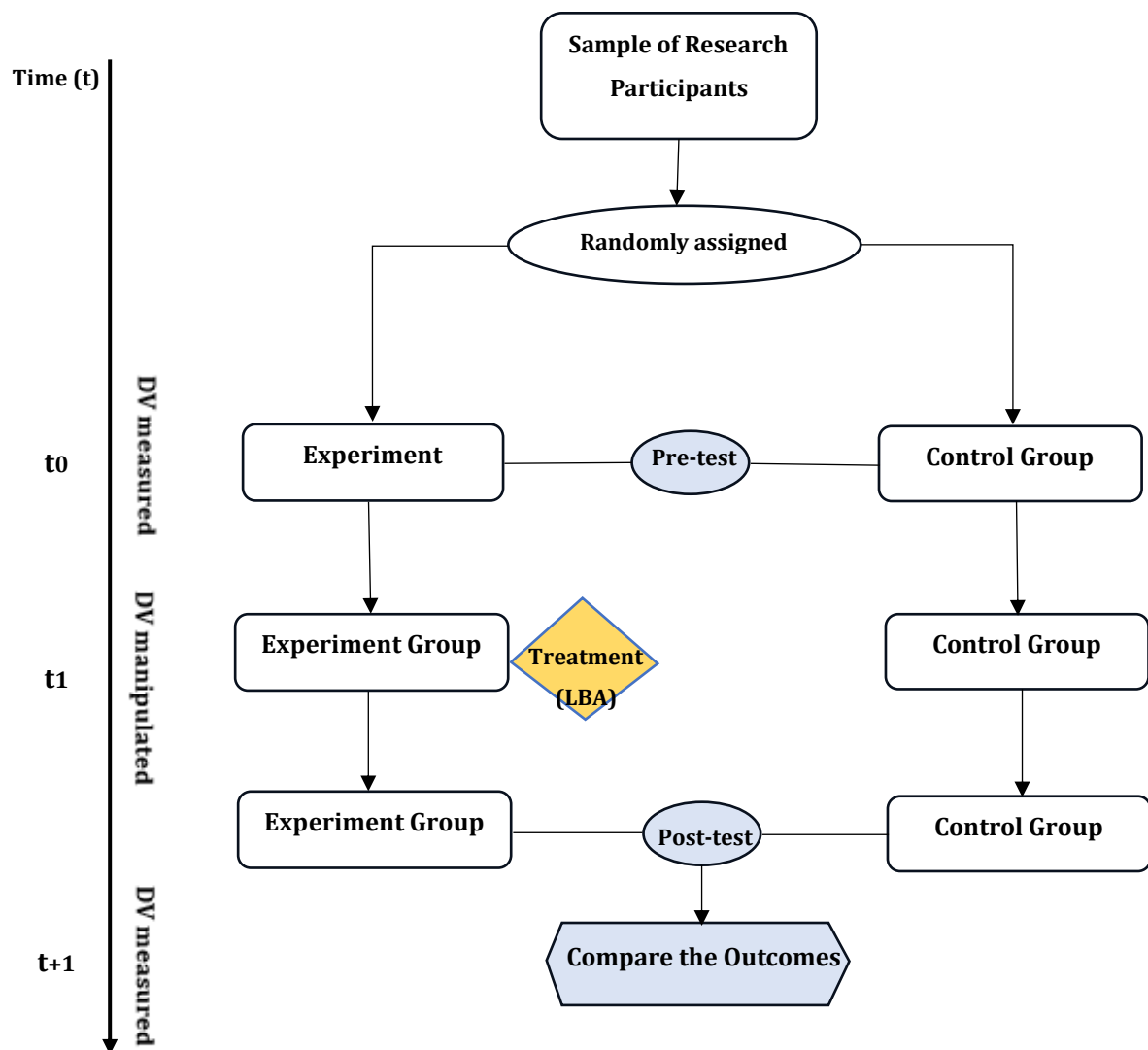


Figure 3.6. Quasi-experimental Research Design, *Adapted from Bah et al. (2021, p.3)*

3.7.1.3.2. The Unit of Assignment

The assignment unit in this research is a sample of two groups of second-year students from the EFL department at El Oued University. The groups were randomly assigned to either the control or experimental groups. The experimental group was subjected to the LBA, the central intervention of this study. In contrast, the control group continued with the traditional literature instruction methods. This bifurcation allows for a comparative analysis of the two teaching methodologies, providing insights into the effectiveness of the proposed method in fostering literary skills among EFL students.

This method of unit assignment, involving random allocation of pre-established groups to different instructional methods, is crucial in experimental research. It helps minimise biases and ensure that the differences observed between the control and experimental groups can be more confidently attributed to the intervention than other extraneous variables. The outcome of this research relies heavily on the integrity of this process, as it directly influences the validity and applicability of the results in understanding the impact of innovative teaching approaches in EFL contexts.

3.7.1.3.3. Procedures of LBA Treatment for the Experimental Group

The foundation of literary competence within the EFL context is complex and has many facets. In the intricate tapestry of language acquisition, literary competence emerges as a complicated construct woven together from many different threads of skill and knowledge. Building on the synthesis of various definitions and parts of literary skills outlined in the second chapter, this paper presents a framework comprising five key pillars the researcher intends to integrate collaboratively to enhance students' literary abilities, as presented in Figure (3.7). This model is synthesised from multiple established pedagogical frameworks and tailored to the specific context of EFL education. It visually encapsulates the chief components of pedagogy identified through a comprehensive literature review and analysis for enhancing student competence in literature.

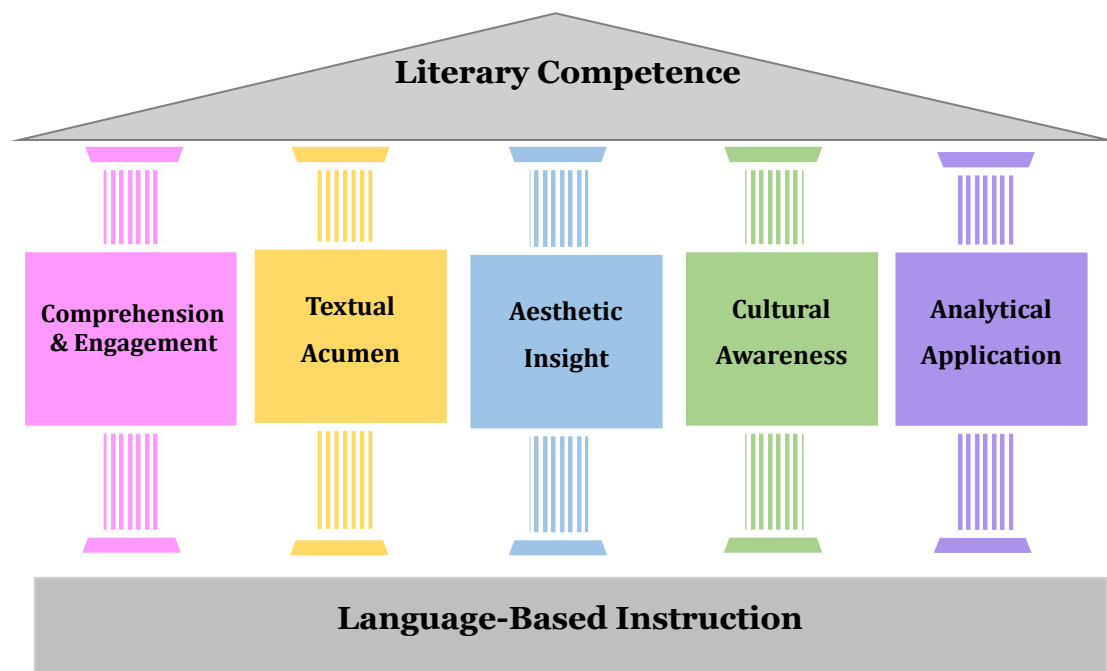


Figure 3.7. Components of Literary Competence, *A Synthesized Model*

Language-based instruction is suggested at the very base of this framework, an underlying methodology as foundational as it is essential in acquiring the literary language of the texts. It is the soil from which the roots of understanding literature draw nourishment, fuelling the upward growth into the pillars above. This methodology does more than support; it also thoroughly incorporates itself into each aspect, providing the essential language skills needed for developing proficiency in studying literary texts.

Hence, the primary assumption underlying this intervention is the understanding that literary competence within the context of EFL education is not a single, static entity but rather a dynamic and multifaceted construct. This means that being literary competent is not about reaching a fixed point of understanding but involves the continual interplay and integration of diverse skills and knowledge areas that are inextricably linked. To dissect this further, one can consider literary competence as a living, evolving structure that develops and transforms with each new experience, text, and discussion. It is dynamic in that it changes over time and through the introduction of new perspectives, information, and teaching methods. Rather than being a solitary skill that can be mastered definitively, it encompasses a broad range of interconnected abilities, including but not limited to linguistic proficiency, cultural understanding, critical thinking, and interpretive skills.

From a pedagogical perspective, this fluid nature of literary texts necessitates instructional methods that are equally dynamic and multidimensional. A comprehensive literary education acknowledges that the competencies upholding literary expertise do not operate in silos but interact with and enhance one another. For instance, honing skills in close textual analysis based on the nature of literary language paves the way for more profound cultural insights about a work's context. Furthermore, refining critical thinking abilities empowers a richer exploration of literary aesthetics and devices. It is through integrated advancement across competencies that a robust, holistic literary competence can take form.

Through the lens of the arguments elucidated thus far and the conceptual frameworks discussed in the literature review, the researcher suggests the factors that are represented metaphorically in five pillars so that the instructor may integrate and scaffold to create a solid literary foundation within EFL students, they include Comprehensive and Engagement, Textual Acumen, Aesthetic Insight, Cultural Awareness, and Analytical Application, each symbolising a core component of the literary learning process.

This intervention posits a balanced and comprehensive approach, wherein each skill is integral and indispensable to the integrity of the ultimate goal: a fully realised literary competence. The symmetrical arrangement of the pillars within the instructional design is a testament to this

balance, with each skill afforded equal weight and importance, reflecting a harmonious and holistic vision for literary education.

Each pillar plays a dual role in this pedagogical cosmos: it is both a goal in its own right and a supportive structure leading to the apex of literary competence. The beams bear the weight of the overarching goal, ensuring that the journey toward literary proficiency is not a solitary climb but a collective ascent supported by the robust framework of Language-Based Instruction.

The fundamental basis for consolidating and integrating these diverse skills is mastering literary language, the cornerstone of literary understanding. Through language-focused orientation, the multifaceted aspects of literature become accessible and meaningful. This is where the framework of Language-Based Instruction becomes pivotal, acting as a pedagogical catalyst that fosters the amalgamation of these factors. It is a methodological approach that emphasises language as the medium through which all other literary skills are developed, honed, and intricately woven into the fabric of literary competence. By adopting such instruction, students are supposed to be equipped with the linguistic tools necessary for interpretation and expression and the ability to engage with texts critically, thus supporting the holistic development of their literary capabilities.

However, the curriculum designed for this intervention goes beyond mere language teaching. It is a choreographed dance of interrelated literary skills that invites students to step into the realm of literature with confidence and curiosity. It fosters an environment where linguistic skills provide the pulse for deeper exploration into the nuances of literary texts, where engagement with language morphs into a love for literature, and where the cultivation of aesthetic appreciation and critical faculties becomes second nature.

3.7.1.3.4. Teaching Materials

Two primary texts are chosen as core exemplary teaching materials for this intervention, representing two distinct but complementary genres: fiction, exemplified by Washington Irving's short story *Rip Van Winkle*, and poetry, illustrated by John Keats's *To Autumn*. The rationale for selecting these genres, fiction and poetry, lies in their unique pedagogical offerings and capacity to enrich students' literary experience in different yet synergistic ways. These texts provide a practical context for students to engage with the artistic styles and thematic concerns of the Romantic era, offering hands-on experience in interpreting language and literary devices typical of this period. Besides, the deliberate choice of these texts for this intervention is deeply intertwined with the syllabus of the second year, which focuses on Romanticism. These texts are rich tapestries of linguistic artistry and resonate profoundly with the Romantic era, aligning seamlessly with the educational objectives of this significant period in literary history.

The Romantic era, marked by an emphasis on emotion, nature, and individualism, finds a vivid representation in both *Rip Van Winkle* and *To Autumn*. These works encapsulate the essence of Romanticism, making them particularly apt for an intervention aimed at deepening EFL students' literary competence within this specific literary context.

Although Washington Irving is an American author, his work, *Rip Van Winkle*, embodies many Romantic qualities, such as the emphasis on individual experience and the sublime nature. The story is set in a natural landscape that is both majestic and mysterious, reflecting the Romantic fascination with the natural world as a source of beauty, inspiration, and emotional experience. Furthermore, Rip's journey and transformation resonate with the Romantic ideal of introspection and self-exploration. This classic American short story, set before and after the American Revolutionary War, recounts the tale of Van Winkle, a man who falls asleep in the Catskill Mountains and wakes up twenty years later to a changed world. Its narrative explores themes such as change, identity, and the passage of time. Set against the backdrop of a nascent America, Irving's tale is more than a straightforward narrative of time lost; it is a symbolic journey through a transforming linguistic landscape. As Rip awakens in a world he barely recognises, students, too, are awakened to the evolution of language, narrative structure, and the subtleties of allegory and satire that comment on the socio-political changes of the era.

John Keats, a quintessential Romantic poet, infuses *To Autumn* with the period's reverence for nature and its cycles. The poem's celebration of the season's beauty, its focus on sensory experience, and the contemplation of mortality are all hallmarks of the Romantic Movement. Through its rich imagery and sensuous language, the poem offers a profound exploration of nature's transient yet timeless aspects, aligning perfectly with the Romantic syllabus of the second year. Keats's ode is a testament to language's transcendent power to capture the natural world's fleeting beauty. The poem's rich tapestry of auditory and visual imagery, woven through the masterful use of rhythm and meter, provides an immersive experience in the sensory potential of language. Each stanza unfurls a new layer of interpretive richness, from the tactile "mists and mellow fruitfulness" to the auditory "wailful choir" of gnats, making it an exquisite example of the poetic form.

Rationale for Selecting Fiction (Short Story)

Narrative Structure and Character Development

Fiction, particularly in the form of a short story like "*Rip Van Winkle*," offers a concise yet rich narrative structure. It allows students to explore elements like plot, character development, and setting within a manageable scope. This genre is particularly effective in illustrating how characters evolve and interact with their environments, an essential aspect of literary analysis.

Cultural and Historical Contextualization

Through fiction, students can immerse themselves in different historical periods and cultures. Rip Van Winkle is a portal into post-revolutionary America, providing a narrative framework through which students can explore historical contexts and their influence on literary themes and styles.

Thematic Depth and Interpretation

Fiction is adept at weaving complex themes into its narrative fabric. It encourages students to delve into interpretive analysis, uncovering layers of meaning and exploring universal themes such as change, identity, and the passage of time, as seen in Irving's story.

Rationale for Selecting Poetry*Linguistic Richness and Aesthetic Appreciation*

Poetry, mainly Keats's "To Autumn," is a treasure trove of linguistic beauty and rhythmic complexity. It introduces students to the aesthetic pleasure of language, showcasing how words can be artistically arranged to evoke emotions and create vivid imagery.

Exploration of Literary Devices

Poetry is renowned for its extensive use of literary devices such as metaphor, alliteration, assonance, and personification. "To Autumn" provides an excellent opportunity for students to study these devices in action, enhancing their understanding of poetic techniques and their impact on meaning.

Conciseness and Symbolic Interpretation

Poetry's brevity demands precision in language, offering a concentrated form of expression where every word carries weight. This genre encourages students to engage in close reading and symbolic interpretation, skills that are fundamental to literary analysis.

Synergistic Benefits of Fiction and Poetry

The intervention offers a holistic literary education by integrating fiction and poetry into the curriculum. Fiction provides a narrative context and emotional engagement, while poetry introduces linguistic artistry and condensed expression. They create a rich, varied literary landscape for students to explore. This approach broadens the students' exposure to different literary forms and equips them with a comprehensive toolkit for literary analysis, appreciation, and interpretation.

3.7.1.3.5. Tests and LC Assessment

In experimental research, particularly within the domain of educational studies, the deployment of tests as a data collection tool is a cornerstone methodology for assessing the efficacy of pedagogical interventions. The use of tests allows researchers to measure and compare

the performance of different groups, such as experimental and control groups, to determine the impact of the intervention (Wang, 2019). This approach is eloquently encapsulated in the research design outlined by Kumar (2014), emphasising the critical role of pre-tests, progress tests, and post-tests in experimental settings.

The core of this methodology rests on the comparative analysis of these tests, administered at the inception (pre-test) and conclusion (post-test) of the intervention. This design facilitates a robust evaluation of the intervention's relative effectiveness. To ensure the validity of the results, the control and experimental groups must be parallel in several fundamental aspects, as Saunders et al. (2007) noted. These aspects include the content taught, the allocation of course time, the educational settings, and the students' level relative to the subject matter under investigation. The primary distinction between the two groups should be the mode of instruction – the control group continues with the existing teaching method. In contrast, the experimental group experiences a new pedagogical approach, in this case, intercultural teaching.

This strategic setup is designed to mitigate threats to internal validity, ensuring that any observed outcome differences can be attributed confidently to the instructional intervention rather than extraneous variables. Progress tests, administered at intervals during the instructional period, play a pivotal role in this framework. They serve as interim indicators, providing timely insights into the effectiveness of the treatment and detecting any incremental changes attributable to the intervention.

Adopting this comprehensive testing strategy is vital in educational research. It quantifies the impact of novel teaching methods and contributes to a more nuanced understanding of how such interventions can be optimised for diverse learning environments. This approach underscores the importance of rigorous, systematic testing in advancing educational practices and outcomes.

3.7.1.3.6. Tests Design of LC

The intersection of language learning and literary analysis presents unique challenges and opportunities in EFL education. Literary competence extends beyond mere linguistic proficiency; it encompasses a deeper understanding and appreciation of literature as an art form and a cultural artefact. This necessitates an assessment approach that holistically captures the multifaceted nature of literary experience. The primary purpose of this test design is to provide educators with a reliable and valid tool for assessing the literary competence of EFL students. It aims to offer actionable insights into students' literary capabilities, guiding instructional strategies and curricular decisions. Additionally, this approach is expected to foster a deeper engagement with literature among EFL learners, encouraging them to explore and appreciate the richness and diversity of literary texts.

Measuring literary competence has been challenging for researchers and educators, as there is no universally acknowledged or approved method to assess this complex construct, unlike the well-established language proficiency tests (Hanauer, 1996), mainly because the subject involves literary language, which cannot be straightforwardly measured with standard tests. Despite this lack of standardisation, various researchers have developed and employed different approaches to measure LC, each contributing to this field's growing knowledge.

In this regard, Paran (2010) identifies six critical dilemmas that underscore the intricacies of this task. The first dilemma questions whether testing should be conducted at all, considering the subjective nature of literary interpretation. The second dilemma revolves around whether the focus should be on the language itself or the literary aspects embedded within the text. The third considers the balance between assessing factual knowledge versus evaluating interpretative skills. Further complexities arise with the fourth dilemma, which contrasts the valuation of private appreciation against public knowledge about literature. The fifth dilemma addresses the choice between authentic tasks that reflect real-life literary analysis or pedagogic tasks explicitly designed for learning environments. Lastly, the sixth dilemma debates the necessity of requiring meta-language, that is, the language used to talk about the language and structure of literature. These dilemmas highlight the nuanced and multifaceted nature of literary competence assessment, indicating that any evaluative approach must consider these various aspects to be effective.

Hanauer (1996) introduced rating scales for analysing students' essays on literary interpretation, offering a structured method for assessing learners' capacities to interact with and understand literary texts. Shalan (2017) adopted a distinct strategy by creating specialised LC questionnaires and tests for their studies. Meanwhile, Siepmann (2023) utilised literary portfolios for summative assessment of literary competencies, adding another dimension to evaluating students' literary abilities.

While these measurement methods may vary in their specific design and implementation, they share two essential criteria, as Hanauer (1996) identified. Firstly, they are generated by a theory of LC, ensuring that the assessment is grounded in a solid conceptual framework. Secondly, they are based on the required tasks or tasks of literary studies, reflecting the authentic skills and knowledge that learners need to demonstrate to be considered literarily competent.

In this research, the test design philosophy hinges on evaluating the previously suggested components of literary competence. These components, identified through extensive pedagogical study and literature review, include Reading Comprehension and Engagement (Comprehensive Engagement), Literary Knowledge and Familiarity (Textual Acumen), Aesthetic and Stylistic Appreciation (Aesthetic Insight), Cultural and Interpretative Understanding (Cultural

Interpretation), and Critical Analysis and Application (Analytical Application). Each of these areas represents a vital strand in the tapestry of LC, woven together to form a comprehensive picture of a student's literary acumen.

This approach to test design is informed by a summary of the definitions of literary competencies, which reveals that teaching and learning with literature in foreign language classrooms is thought to foster a complex array of sub-competences, including communicative, motivational-attitudinal, affective, cognitive, aesthetic, transcultural, imaginative, creative, narrative, and critical sub-competences (Siepmann, 2023). The researcher aims to capture a more holistic view of learners' LC development by addressing these diverse sub-competences in the test format and rating scales.

The test format consists of a series of tasks and questions designed to elicit learners' responses in each of the five identified components of LC. These tasks may include reading comprehension questions, literary analysis prompts, aesthetic appreciation exercises, cultural interpretation activities, and critical application scenarios. Learners' responses are then evaluated using a set of rating scales specifically developed for each component, ensuring the assessment is comprehensive and targeted.

The rating scales for each component are designed to reflect the specific skills, knowledge, and dispositions associated with that aspect of LC. For example, the rating scale for Reading Comprehension and Engagement may assess learners' ability to identify key themes, characters, and plot points and their level of engagement with the text. The Literary Knowledge and Familiarity rating scale may evaluate learners' understanding of literary devices, genres, and conventions. In contrast, the rating scale for Aesthetic and Stylistic Appreciation may assess their ability to recognise and interpret the artistic qualities of the text.

Similarly, the rating scale for Cultural and Interpretative Understanding may gauge learners' ability to situate the text within its cultural context and draw meaningful connections between it and their experiences. In contrast, the rating scale for Critical Analysis and Application may evaluate their ability to critique the text, generate original interpretations, and apply the insights gained from the text to new situations.

By employing this multi-dimensional approach to test design and rating scales, the researcher aims to capture a rich and nuanced picture of learners' LC development. This approach acknowledges the complexity and diversity of the sub-competences that contribute to LC and provides a structured framework for assessing learners' progress and identifying areas for further growth and support. As such, this research contributes to the ongoing effort to develop more robust

and comprehensive methods for measuring LC, ultimately advancing our understanding of how learners become proficient and engaged readers of literature in foreign language contexts.

A nuanced approach to assessment is integral to our test design. A 1-to-4 rating scale facilitates a detailed and graduated evaluation of students' abilities across the identified components. This scale not only aids in pinpointing specific areas of strength and weakness but also serves as a valuable feedback mechanism for educators and learners.

The following table outlines a rating scale for assessing literary competence in each component, with scores ranging from 1 to 4. Each level, from 1 to 4, reflects increasing proficiency, providing a nuanced and pedagogically grounded assessment.

Table 3.5. Rating Scale for Assessing Literary Competence

Rating Level	Comprehensive & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Application
1 (Basic)	• Rudimentary grasp of the text's main ideas and themes. • Limited ability in inferential reading. • Low motivation and sporadic engagement with literature. • Minimal or superficial empathetic connection with texts	• Basic recognition of a few literary genres. • Rudimentary understanding of simple literary features and techniques. • Limited knowledge of a few notable authors. • Basic usage of standard literary terms and concepts	• Recognizes basic stylistic features (e.g., similes, metaphors) without deep understanding. • Minimal appreciation of the aesthetic qualities of texts. • Struggles to identify the tone or mood of literary works. • Limited engagement with the text's stylistic and aesthetic elements.	• Minimal awareness of the cultural context of texts. • Limited insight into literature's reflection of cultural identities. • Surface-level understanding of themes, lacking cultural depth. • Basic or non-existent critique of literature's societal role	• Basic critical thinking, primarily literal interpretation of texts. • Limited or no application of literary theories. • Simple argumentation, often lacking depth. • Minimal creative application of literary concepts
	• Adequate understanding of main ideas and themes.	• Fair knowledge of several literary genres.	• Identifies standard stylistic devices and begins to	• Developing the ability to place texts in cultural context.	• Developing critical thinking and being able to interpret texts

2 (Intermediate)	• Some skill in reading between the lines. • Moderate motivation and engagement with literature. • Some empathetic reading, identifying with characters or situations.	• Growing understanding of standard literary features and techniques. • Some awareness of critical authors and their works. • Competent use of basic literary vocabulary and concepts.	understand their effects. • Shows an increased appreciation of the text's aesthetic qualities, such as imagery and symbolism. • Can discuss the tone or mood of texts with some accuracy. • Starts to appreciate the beauty of language and its impact on the reader's experience.	• Growing understanding of literature's cultural impact. • Recognition of some themes with a basic cultural understanding. • Emerging ability to critique literature's representation of culture.	beyond the surface. • Basic application of literary theories to texts. • Developing argumentation skills and forming more structured arguments. • Some creativity in applying literary insights
3 (Advanced)	• Good comprehension of complex texts, including themes and nuances. • Proficient in inferential reading and understanding subtleties. • High motivation and active engagement with a range of literary works. • Strong empathetic connection, profoundly engaging with	• Strong knowledge of a wide range of literary genres. • Proficient understanding of literary features and techniques. • Good knowledge of influential authors and their impact. • Confident use of a wide range of literary vocabulary	• Proficiently identifies and analyses a range of stylistic devices. • Appreciates texts' aesthetic and stylistic complexity, recognising nuances in language use. • Accurately identifies and appreciates the tone, mood, and atmosphere created by the author. • Engages deeply with the text's	• Good ability to contextualise literature within its cultural setting. • Strong insight into the interplay between literature and culture. • Thorough understanding of diverse themes, including cultural nuances.	• Strong critical thinking, able to analyse and interpret complex literature. • Effective written application of various literary theories. • Strong argumentation skills, forming well-supported and coherent arguments. • Creative and insightful

	characters and narratives.	and concepts.	aesthetic elements, understanding their contribution to the literary effect.	• Capable of a nuanced critique of literature's cultural and societal implications.	application of literary concepts and insights.
4 (Proficient) (Mastery)	• Exceptional understanding of intricate texts, grasping complex themes and ideas. • Expert in inferential and critical reading, perceiving deeply embedded meanings. • Highly motivated, extensively exploring diverse literary genres and styles. • Deeply empathetic reading, forming profound connections with texts and narratives	• Extensive, in-depth knowledge of a broad spectrum of literary genres. • Expert understanding and analysis of sophisticated literary features and techniques. • Comprehensive knowledge of various authors and their significant contributions to literature. • Mastery in the use of advanced literary vocabulary and nuanced concepts.	• Demonstrates an advanced understanding of complex stylistic and aesthetic elements. • Exhibits a sophisticated appreciation of literary beauty, including the effective use of stylistic devices. • Expertly discusses and interprets the tone, mood, and atmosphere, recognising subtleties and their effects on interpretation. • Critically and creatively engages with literature's aesthetic qualities, contributing to a profound understanding of the text's overall impact.	• Advanced ability to critically place texts in their cultural, social, and historical contexts. • Profound understanding of literature's role in shaping and reflecting cultural identities. • In-depth exploration and understanding of complex, culturally specific themes. • Sophisticated critique of literature's representation and impact on societal norms.	• Exceptional critical analysis skills, offering deep and insightful interpretations. • Skilled application of a wide range of literary theories to complex texts. • Advanced argumentation skills, crafting highly persuasive and nuanced arguments. • Highly original and creative application of literary insights, demonstrating innovation and depth

3.7.1.3.7. Pre-Test Description

This pre-test is part of an experimental research study designed to assess the LC of students in the EFL setting. Utilising a passage from Charlotte Brontë's *Jane Eyre*, the test provides a comprehensive medium for evaluating various dimensions of literary understanding. Students receive the passage two days before the test to ensure adequate time for thorough reading and comprehension. This period allows students to engage deeply with the text, facilitating better retention and understanding of the text's context and themes.

Recognising the importance of understanding and accurate interpretation, students can use dictionaries during the test. As non-native speakers, this accommodation is made to support the students in comprehending complex vocabulary and expressions, thereby enabling a more accurate assessment of their analytical and interpretative skills rather than just their language proficiency. Each response will be evaluated using a 1-to-4 rating scale, where 1 indicates minimal proficiency and 4 indicates advanced proficiency. The scoring criteria will focus on the depth of understanding, accuracy of analysis, and the ability to apply literary concepts.

The pre-test is administered within a designated timeframe of 1 hour and 30 minutes and the students are allowed to use their dictionaries. Such a test is structured around the suggested five critical pillars, each designed to offer a nuanced understanding of various aspects of literature. This assessment is meticulously crafted to evolve from straightforward queries about the plot and setting to more intricate analyses, encompassing character studies, narrative techniques, thematic explorations, and examining literary devices and cultural contexts. Aimed at both challenging and educating students, the test serves as a vital tool to deepen their engagement with literature. It assesses their current competencies across specific literary areas and provides an invaluable opportunity for their subsequent enhancement, ensuring a comprehensive and enriching literary experience.

The foundational dimension of comprehensive engagement is pivotal. It transcends the mere understanding of the text's literal content, advocating for deeper engagement and motivation with the text reading. This engagement connects the text, personal experiences, and the broader world, fostering a meaningful relationship with literature. Essential skills in this domain include critical reading, interpretative abilities, and empathising with characters and scenarios, complemented by recognising various narrative structures and styles. Pedagogically, this necessitates active reading practices in teaching, such as text annotation, questioning, and interpretative discussions, to bolster comprehension and engagement.

Textual acumen encompasses knowledge of literary forms, genres, literary movements, and canonical works. This knowledge is crucial for understanding the role of texts within the larger

literary landscape. Skills in this area involve genre identification, contextualisation of literary conventions, and recognition of significant works and authors. From a pedagogical standpoint, curricula should be diverse, covering various genres and historical periods to enrich students' literary repertoire.

The aesthetic insight pillar emphasises appreciating literature's artistic qualities. Understanding an author's stylistic choices is integral to enjoying the text's beauty and craftsmanship. This involves analysing rhetorical devices and figurative language like imagery, metaphor, and symbolism and understanding the nuances of different writing styles. Pedagogically, this calls for close readings of texts, focusing on language use to evoke meaning, emotions, and themes.

Literature mirrors the cultural and historical contexts of its time. Cultural awareness involves understanding these contexts and their influence on a text's themes and perspectives. Skills here include cultural contextualisation, thematic identification related to societal norms and values, and understanding historical events' influence on literary works. Pedagogically, connecting texts to their cultural and historical backdrops is essential, helping students view literature as part of the broader human experience.

Analytical application is about applying critical thinking to literature. It involves forming and persuasively arguing personal interpretations and applying literary theories and methodologies for text analysis and written production. Critical thinking, argumentation, theory application, and analytical writing are required. Pedagogically, this means developing analytical skills through argumentative essays, research projects, and debates, encouraging students to form and defend their interpretations.

3.7.1.3.8. Post-Tests

Divsar and Tahriri (2009) state that a post-test is systematically administered upon the completion of a program to assess the participants' accrued knowledge and competencies in a designated area. This evaluative measure is strategically aligned for comparative analysis with the outcomes from a preliminary test conducted at the program's inception. Such a comparison is instrumental in quantifying and elucidating the extent of learning or skill development attributable to the program's intervention.

In this study, the post-test is administered after the educational intervention, specifically after implementing the LBA in teaching literature. Its primary purpose is to evaluate the student's advancement of knowledge and skills in the literary texts. It is methodologically designed to be comparable to the pre-test conducted at the beginning of the semester. By comparing the outcomes of the pre-test and post-test, the study aims to assess the degree of change and development in the

students' literary competence as a direct result of the educational instructions. This comparative analysis is crucial for determining the effectiveness of the suggested teaching method in enhancing students' understanding and analytical skills in literature within the EFL context. The post-test in this experimental research study mirrors the features of the pre-test in its entirety. Utilising a passage from Charles Dickens's *Great Expectations*, this test maintains the same structural and content framework as the pre-test, which used a passage from Charlotte Brontë's *Jane Eyre*. This consistency is crucial for a valid comparison of students' literary understanding and skills before and after the teaching intervention.

3.7.1.4. Post-Treatment Questionnaire

Several vital rationales support conducting a post-treatment questionnaire after implementing the LBA. This step is integral for ensuring a comprehensive understanding of the intervention's impact and for enhancing the overall quality of the research.

The primary rationale for the questionnaire is to explore the student's perception regarding the effectiveness of the experiment interventions. This process involves students' self-assessment in the changes in literary competence, attitudes, and skills due to the teaching methods. As Davis et al. (2018) emphasised, a discernible positive shift in outcomes from the pre- to the post-intervention questionnaire indicates the intervention's effectiveness or improvement in the targeted areas. Such an assessment is vital for determining the success of the LBA in achieving its intended educational outcomes. Furthermore, a comparative analysis of responses from the pre- and post-intervention questionnaires is instrumental in a quantitative and qualitative understanding of the changes brought about by the LBA. This comparison is critical in pinpointing the specific areas where the intervention had the most significant impact, providing a comprehensive picture of its effectiveness. As an example, it offers insights into how the LBA influenced student-centred learning experiences, including improvements in language skills, critical thinking abilities, and cultural understanding.

The post-treatment questionnaire also provides insights into how the students received the LBA. This feedback is vital for evaluating the teaching methods and strategies used and understanding their contribution to the learning outcomes. Such evaluation plays a significant role in refining and improving the teaching approach. Feedback from students, as gathered through the questionnaire, highlights the strengths and weaknesses of the instructional strategy. This includes insights into what students found helpful, challenging, or engaging. Such feedback is invaluable for continuously improving teaching methods (Monika, 2023).

Additionally, the questionnaire reveals changes in students' perceptions and attitudes towards literature. Understanding these attitudinal shifts is essential for a holistic assessment of the

intervention's success, as it encompasses the broader educational impact beyond mere academic achievement. The results from the post-intervention questionnaire inform future instructional practices and curriculum decisions. They help tailor the LBA better to suit the needs and preferences of EFL learners, thereby contributing to more effective teaching approaches.

In academic research, the post-intervention questionnaire validates the findings (Higgins & Green, 2008). It provides empirical evidence to support hypotheses regarding the effectiveness of any experimental treatment, thereby enhancing the academic rigour of the study. Furthermore, such a questionnaire addresses potential limitations in the experimental research. It helps identify unforeseen variables or contextual factors that may have impacted the outcomes, allowing for a more comprehensive analysis of the study's results.

The questionnaire captures participants' subjective experiences, perceptions, and attitudes, supplementing the objective data of experimental studies. This qualitative insight is crucial for understanding the intervention's impact. As a result, incorporating a post-intervention questionnaire not only deepens and broadens the findings but also plays a significant role in addressing and mitigating any limitations encountered during the experimental phase of the study.

3.7.1.4.1. The Description of the Students' Post-Treatment Questionnaire

The Students' Post-treatment questionnaire was administered with meticulous planning and consideration. The questionnaire aimed to ensure effective data collection, high response rates, and the reliability of the gathered information. It was distributed in person to students in the experimental group, the cohort that underwent the LBA treatment, during a regular session dedicated to studying literary texts. This strategic timing of the distribution was critical for ensuring maximum participation. Given that the students were already present in an academic setting that directly pertained to their literary studies, it was anticipated that their engagement with and responses to the questionnaire would be more immediate and reflective of their experiences with the LBA intervention.

Before handing out the questionnaires, the researcher explained their purpose and content to the students. This step was essential to clarify the questionnaire's objectives and ensure that students fully understood the relevance of each question to their recent learning experiences under the LBA.

Following this, students were given ample time to complete the questionnaire individually. This approach encouraged thoughtful, reflective, and honest responses, minimised peer influence, and maximised the data's authenticity. The individual completion of the questionnaire was crucial for obtaining insights into the students' perceptions and experiences regarding the impact of the LBA on their literary understanding and skills.

The questionnaire is designed to be administered under conditions conducive to thoughtful reflection, ensuring that the data collected accurately represents the student's experiences and perceptions post-intervention. To this end, it is divided into four distinct sections, each targeting specific outcomes and reflections related to the intervention. Below is a detailed overview of each section and its respective purpose:

Section 1: Assessing the Development of Literary Understanding and Skills

This section evaluates the intervention's impact on students' literary comprehension and analysis skills. It includes statements designed to gauge improvements in understanding themes, analysing literary structures and styles, familiarity with literary genres, identification and appreciation of literary devices, and engagement with complex texts. The goal is to assess how much the LBA has enhanced students' core literary competencies.

Section 2: Attitudinal Changes towards Literature and Overall Impressions.

This section explores shifts in students' attitudes and perceptions of literature following the intervention. Questions focus on increased interest in studying literature, appreciation for its aesthetic aspects, motivation in literature classes, and propensity to read literature outside of the academic setting. This section aims to understand how the intervention influences students' emotional and intellectual engagement with literature.

Section 3: Reflection on Learning Experiences and Impact of Language-Based Approach

Here, the focus is on students' perceptions of the teaching methodology and learning experiences. It includes items that reflect on the level of engagement with the teaching methods, the effectiveness of collaborative and interactive elements, the impact of linguistic and aesthetic focus on interpreting texts, and the value of activities and assignments in literary language. This section is critical for evaluating the pedagogical effectiveness of the LBA in the EFL literature classroom.

Section 4: Enhancement of Literary Vocabulary and Analytical Skills

The primary objective of teaching literature in an EFL context is to enhance proficiency in English. The final section delves into the linguistic outcomes of the intervention. It assesses improvements in literary vocabulary, reading comprehension of complex texts, written proficiency in literary analysis, confidence in using literary devices, vocabulary expansion through literary engagement, and confidence in expressing complex ideas in English. This section is pivotal in understanding the intersection between language proficiency and literary competence in an EFL context.

3.7.3. Data Collection Tools of the Qualitative Research

The second phase of the Sequential Explanatory Mixed Methods Design focuses on qualitative data collection, a significant step that complements and elucidates the findings obtained from the initial quantitative phase. This is supposed to offer a deeper and more nuanced understanding of the quantitative results, specifically regarding the implementation and impact of the LBA in teaching literature within an EFL context.

Following the administration of pre-and post-treatment questionnaires and the implementation of the LBA intervention, the qualitative phase aims to capture the rich, detailed experiences and perceptions of the literature teachers. Through this approach, the research explores the subtleties and complexities of teaching practices, pedagogical adjustments, and the overall reception of literature teaching within the classroom. Qualitative data collection is instrumental in uncovering the underlying reasons, opinions, beliefs, and attitudes that may explain the statistical trends observed in the earlier phase (Brent, 2019).

In keeping with the methodological rigour and academic depth required for such a study, this phase will primarily involve semi-structured interviews with the literature teachers. As the “most common forms of data collection in qualitative studies in education” (Merriam, 1998, p.70), the interviews are designed to provide valuable insights into the pedagogical dynamics and educational experiences that quantitative methods alone cannot fully capture. By engaging directly with the teachers, the research aims to delve into their professional perspectives, challenges encountered during the intervention, and their subjective evaluations of the LBA's effectiveness in enhancing students' literary competence and engagement. This data-gathering tool is geared towards exploring the experiential and perceptual dimensions of the intervention, addressing the qualitative research questions (RQ3 and RQ4) and hypotheses (H3 and H4).

3.7.3.1. Teachers' Semi-Structured Interviews

In the realm of qualitative research, semi-structured interviews are a distinct method for data collection, striking a balance between the structured and unstructured extremes of interview techniques. Defined by Creswell (2007) as a method where the interviewer poses predefined yet open-ended questions, semi-structured interviews offer a unique blend of guidance and flexibility. This method allows for exploring predetermined topics while also providing the freedom to delve deeper into specific areas as they emerge during the conversation. Building on this definition, Ruel et al. (2019) describe the semi-structured interview as a dynamic tool that fosters a conversational environment between the researcher and the participant. This environment is shaped by a versatile interview guideline, which serves as the backbone of the dialogue, enriched by follow-up questions, probes, and remarks to explore the nuances of the participant's experiences and

perceptions. The semi-structured interview is thus not merely a transaction of questions and answers but an interactive process that uncovers the depth and complexity of the subject matter.

Consistent with the principles of qualitative research, the researcher ensured that data were collected until saturation was achieved, at which point no new information was observed, signifying the comprehensive exploration of the phenomenon under study. Saturation indicates that the collection of data on the pedagogical implementation of specific techniques in EFL contexts has been thorough. Additionally, to enrich the narrative and support the study's findings, thick descriptions and actual quotes from the participants are provided, enhancing the depth and transparency of the analysis (Speziale & Carpenter, 2007). This meticulous approach ensures that the qualitative data complement and corroborate the quantitative results, providing a robust foundation for the study's conclusions.

3.7.3.2. Description of the Interviews

The relevance of these interviews lies in their capacity to complement and contextualise the quantitative data obtained from the pre-and post-intervention questionnaires. While the questionnaires provide measurable, objective data on the impact of the LBA on students' literary competence, the semi-structured interviews offer a qualitative dimension that enriches this data. Teachers, with their direct involvement in the educational process and their professional expertise, can provide critical insights into different methods of literature teaching practices, student engagement, and learning outcomes. Engaging in detailed conversations guided by flexible, open-ended questions allows for an in-depth exploration of the interviewee's perspectives, experiences, challenges, and successes associated with the LBA.

At the core of this study, teachers' perspectives are precious for several reasons. First, they can elucidate the practical aspects of implementing the LBA, including pedagogical adjustments, classroom dynamics, and student responses. Second, teachers can offer reflections on the LBA's efficacy in achieving its educational objectives, providing an insider view that quantitative data alone cannot capture. Lastly, their insights can help identify potential areas for improvement and provide recommendations for future implementations of the LBA in EFL literature education.

The selection of participants for the interview was guided by specific criteria tailored to the research focus to ensure the inclusion of individuals best suited to provide valuable insights into the subject of teaching literature at the level of Algerian high education. Firstly, significant emphasis was placed on the experience of teaching literature at a university level. This criterion was crucial as it ensured that the participants profoundly understood literature education's academic and pedagogical dimensions in higher education institutions. Secondly, the diversity in teaching experience was also a key factor; teachers who had taught various literature subjects and

texts were particularly sought after. This variety in teaching experience is vital for gaining a broad perspective on different pedagogical approaches, the challenges inherent in teaching literature across various genres and forms, and the literary competence of the learners. Additionally, the practical aspect of participant accessibility was taken into account. Teachers who were quickly accessible and could be readily contacted for interviews were preferred, facilitating efficient coordination and data collection. Finally, the willingness of teachers to participate in the research was considered a fundamental criterion. It was essential that participants were genuinely interested and motivated to contribute their experiences and insights, thereby enriching the authenticity and depth of the data collected.

The recruitment process for the semi-structured interviews was meticulously carried out, adhering to high ethical standards at every step. Initially, potential participants were identified based on the established criteria. They were then invited to partake in the study through official channels, including university communication systems or direct contact where appropriate relationships had already been established. Once participants expressed their interest, they were provided comprehensive information about the study. This included details about its purpose, the nature of its involvement, the specifics of the interview process, and how the collected data would be utilised. A vital aspect of the recruitment process was the assurance of confidentiality. Participants were guaranteed that their responses would remain confidential. Measures were taken to remove any personal identifiers from the interview data, and any results published would be anonymised to safeguard their privacy. Lastly, it was emphasised that participation in the study was completely voluntary. Teachers were reassured that participation would not affect their professional standing or relationship with their institutions. This approach ensured that participants felt comfortable and free from any undue pressure, thereby upholding the ethical integrity of the study.

The interviews were conducted in two distinct formats: in-person and online. Of the five interviews conducted, two were held in person. These face-to-face interviews were possible due to the geographical proximity of the teachers to the researcher, facilitating direct interaction. Fraenkel and Wallen (2009) highlight that in face-to-face interviews, researchers can build rapport with participants, clarify questions, and pursue incomplete or unclear responses, among other advantages. The remaining four interviews were conducted virtually, utilising popular communication platforms such as WhatsApp and Facebook Messenger. Carr and Worth (2001) describe the telephonic interview as a research strategy that facilitates interpersonal communication while eliminating the need for in-person encounters. They state that telephonic interviews can be effectively used independently or in conjunction with face-to-face interviews.

This approach was chosen for its convenience and accessibility, especially considering the participants' physical distance and scheduling constraints.

Regarding the length of the interviews, each interview was initially scheduled to last 30 minutes. However, this timeframe was flexible and subject to change based on the interviewee's responses and the flow of the conversation. This flexibility ensured that each interview could naturally evolve, allowing for a comprehensive exploration of the topics without a strict time limit.

The interview settings were thoughtfully selected to foster a comfortable, confidential environment conducive to open dialogue. The in-person interviews were conducted within the universities where the teachers are employed. This choice of location was made to provide a familiar and professional setting for the participants, which helped create a sense of ease and academic atmosphere. The university settings offered quiet and private spaces, ideal for conducting such discussions without interruptions or distractions.

For the online interviews conducted via WhatsApp and Facebook Messenger, considerable attention was given to ensuring privacy and minimising potential disruptions. Both the interviewer and the interviewees were encouraged to choose secluded and quiet locations for the duration of the call. This measure was essential to maintain a confidential atmosphere where participants could freely express their thoughts and experiences without concerns about being overheard or interrupted.

The research heavily relied on notetaking during the interviews as a fundamental data collection component. According to Gall et al. (1996), note-writing during interviews is critical in classifying information into appropriate response categories. This aspect significantly aids the interviewer in the analysis process, allowing for a more organised and efficient interpretation of the data. By adopting this method, the research ensured that critical moments and insights were recorded without disrupting the natural flow of the conversation. Additionally, as highlighted by Muswazi and Nhamo (2013), the ready accessibility of information due to its organised and recorded nature at the moment of the interview is an invaluable aspect of notetaking. This immediate and structured information recording ensured that the data was readily accessible for analysis, with all the essential details and nuances preserved. However, this process was a carefully orchestrated act of structured yet unobtrusive recording, perfectly aligning with the guidelines suggested by experts in qualitative research. As Starr (1971) emphasised, being unobtrusive while taking notes during interviews is paramount to effectively capturing the subject's thoughts and feelings. This approach was meticulously adhered to, ensuring that concise notes were taken simultaneously while the primary focus was on maintaining an engaging and fluid conversation with the interviewee. These notes were instrumental in capturing significant points, unique

observations, and specific quotes that encapsulated the essence of the participant's responses, thereby maintaining the integrity and richness of the interview data. Overall, the notetaking strategy employed during the interviews was a methodological necessity and a crucial factor in enhancing the research findings' depth, accuracy, and quality.

The interview questions are strategically designed to probe into the multifaceted realm of teaching literature within the Algerian EFL context, focusing on the implementation and impact of the LBA. The structure of the questions is intended to evoke in-depth responses from literature teachers, thereby offering a wealth of insights into their pedagogical practices, experiences, and professional perceptions.

Section 1: Contextual and Pedagogical Challenges

This initial section aims to capture the nuanced experiences of educators teaching literature within the context of Algerian EFL programs. Questions are designed to illuminate the significant challenges educators encounter, including how they navigate the complexities of teaching literature at the bachelor's level. This section probes deeply into the methods educators use to engage their students, the various factors that affect students' motivation, and the overall impact these challenges have on the learning atmosphere and students' attitudes towards literature.

Section 2: Assessing Literary Competence in the Algerian EFL Context

Here, the inquiry shifts to the evaluative frameworks used by educators to define and assess literary competence among university-level EFL students. It solicits educators' insights on the essential components of literary competence and how these are cultivated in students. The section also seeks to uncover the overarching significance of literary competence within the EFL domain, the struggles students commonly face in developing these competencies, and the pedagogical strategies implemented to mitigate these difficulties. Teachers are asked to reflect on the evolution of literary competence over time and to distinguish between language proficiency and literary understanding, providing examples of assessment techniques that gauge the depth of students' literary analysis.

Section 3: Teaching literature through Language-Based Approach

The concluding section centres on the practical application of the Language-Based Approach in literature teaching. Educators are invited to share their initial impressions of the approach, its pedagogical merits, and the challenges they have faced in its implementation. This section is intended to assess the tangible impact of the LBA on teaching methodologies, with a particular focus on how it may reshape traditional literature instruction. Educators are also encouraged to discuss the potential benefits of the LBA, the most significantly impacted pillars of literary

competence, and any perceived limitations or obstacles that have arisen while adapting the LBA to the specific needs of Algerian EFL students.

3.8. Data Analysis Procedures

From a procedural standpoint, the data analysis represents a pivotal moment where methodological processes are employed to convert collected data into results, thereby transforming the amassed information into meaningful insights that directly address the study's objectives and questions. As Marshall and Rossman (1999) aptly describe, data analysis represents the intricate process of organising, structuring, and interpreting vast information collected during research. As Sendall et al. (2018) noted, this process involves assessing, cleansing, transforming, and modelling data to extract significant findings, make inferences, and support decision-making. However, as Schwandt (2007) emphasises, it is essential to recognise that data analysis does not proceed linearly. Instead, it is an iterative and dynamic activity where making sense of, interpreting, and theorising the data involves a continuous search for overarching statements and themes across different categories of data. This non-linear nature of data analysis acknowledges the complexity and depth inherent in qualitative and quantitative research, especially in studies with a Mixed Sequential Explanatory design, such as this one.

This section delves into the methods employed to analyse the data collected from a variety of sources, whereby the quantitative data collection was initiated with a pre-intervention questionnaire and was followed by the implementation of LBA intervention, during which both pre- and post-intervention tests were administered to assess the LC of the students. The quantitative phase culminated with a post-intervention questionnaire designed to capture the immediate outcomes of the LBA intervention. Subsequently, the research entered its qualitative phase, which entailed conducting semi-structured individual interviews with literature teachers at Algerian universities. These interviews were instrumental in providing deeper insights and a contextual understanding of the quantitative results. This qualitative data enriched the interpretation and offered a nuanced perspective on the effectiveness of the LBA intervention. The final data analysis stage involved an independent examination and interpretation of quantitative and qualitative findings.

The researcher employed various analytical methods guided by the fundamental research questions and influenced by the characteristics of the data gathered. Peersman (2014) highlights that selecting a data analysis approach is contingent upon the research's objective and the nature of its questions. This involves firstly, descriptive questions that necessitate the use of both quantitative and qualitative data analysis methods; secondly, causal questions that demand a research design focused on determining the extent of the intervention's impact and its

contributions; and thirdly, evaluative questions that call for synthesis strategies, applying specific evaluative criteria to the data to address the primary research queries. This bifurcated analysis approach ensured that each data set was thoroughly understood on its own merits before its integration. The comprehensive analysis culminated in a report that synergistically combined the insights from both data sets, thereby providing a holistic understanding of the suggested intervention's impact on enhancing literary competence among second-year EFL students. This multifaceted approach ensures a robust, reliable, and insightful analysis that aligns with the research's goals and contributes meaningfully to the field of EFL literature education.

3.8.1. Analysis of Quantitative Data

Data analysis in quantitative research involves applying statistical techniques to examine numerical data, ultimately aiming to extract meaningful insights. This process aims to transform raw data into actionable knowledge, support hypothesis testing, optimise study design, and facilitate evidence-based decision-making (Guzik & Więckowska, 2023). Within this framework, two primary methods are predominantly utilised as analytical processes for quantitative data: descriptive statistics and inferential analysis.

Descriptive Analysis is a foundational method researchers use to summarise and present individual variables. This technique is essential for discerning patterns in the data using actual numbers, which aids in understanding the data set. As Newton & Rudestam (2013) state, descriptive statistics provide an overview of general tendencies in the data, such as the mean, median, and mode, as well as the spread of the scores, including the variance, standard deviation, and range. Trochim and Donnelly (2006) further emphasise that descriptive statistics are significant for describing the basic features of the data in a study as they offer simple summaries about the sample and the measurements, often presented in terms of summary frequencies or percentages.

Inferential Analysis, on the other hand, is employed to explore the interrelations between multiple variables and extend research findings from a select sample to the entire target population, thereby facilitating the generalisation of results.

Reflecting on this, Allua and Thompson (2009) note that this aspect of inferential statistics is particularly significant in group comparison analysis, where it aids in discerning whether the differences observed between various groups—such as treatment and control groups in experimental studies—are merely artefacts of the specific sample used, or if they indeed mirror genuine disparities within the larger populations these groups represent. The efficacy of inferential statistical methods is heavily reliant on employing appropriate sampling techniques. These methods are indispensable for ensuring that the sample used in a study adequately and accurately

represents the broader population of interest, thereby legitimising the generalisations drawn from the data. Moreover, the theoretical underpinnings of inferential statistics are deeply rooted in probability theory, coupled with the structured methodology of hypothesis testing (Allua & Thompson, 2009).

Data analysis was facilitated using advanced computer software, streamlining data processing, analysis, and visual representation (Creswell & Creswell, 2023). Specifically, the research utilised the Statistical Package for the Social Sciences (SPSS) for Windows and Microsoft Excel. These tools were chosen for their robustness, versatility, and user-friendly interfaces, which are particularly conducive to handling the data types and statistical analyses required for this study.

3.8.2. Analysis of Qualitative Data

The thematic analysis technique is a cornerstone for deciphering and interpreting complex data sets within qualitative methods. This research employs Thematic Analysis, following the guidelines set by Braun and Clarke (2006), who define it as a method for identifying, analysing, organising, and reporting themes found within data. This approach is particularly beneficial in transforming qualitative data into meaningful insights. Such an analytical process adheres to a structured sequence of steps, as delineated by Creswell and Creswell (2023). This sequence is visually represented in an accompanying figure (3.8).

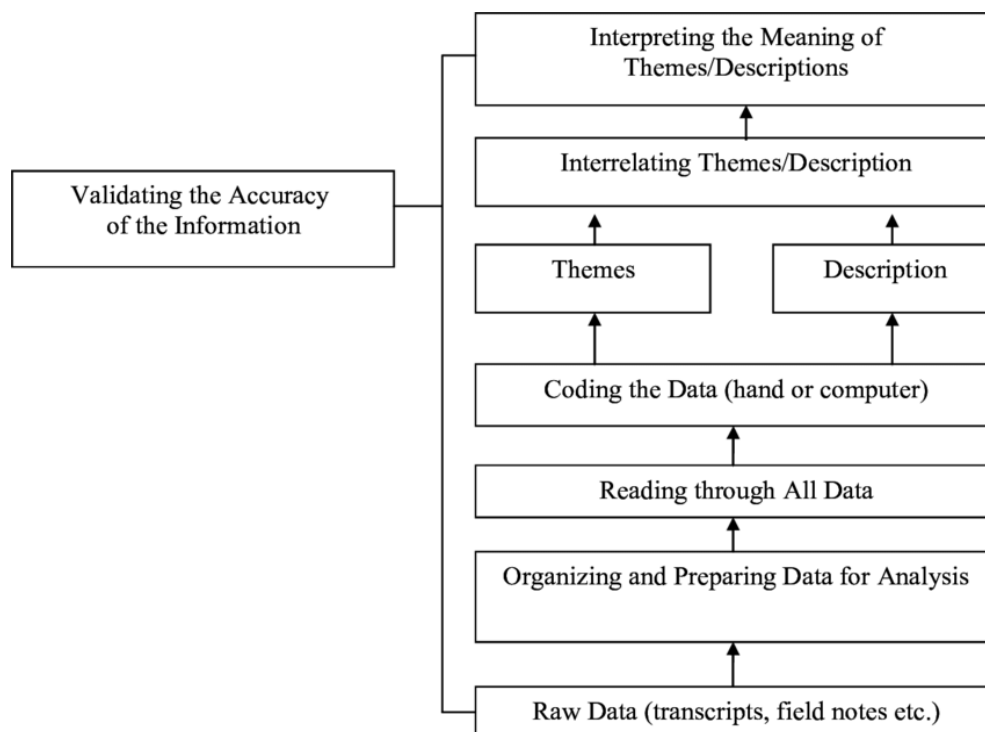


Figure 3.8. Steps of Analysing Qualitative Data *Adapted from Creswell and Creswell (2023)*

According to Creswell and Creswell, the process of qualitative data analysis outlines all or some of the following steps:

Structuring and Priming Data for Analytical Review: This initial phase involves meticulously preparing data for analysis. It encompasses the transcription of interviews, scanning relevant materials, typing field notes, cataloguing visual data, and organising the data according to the sources from which it was derived.

Comprehensive Review of the Entire Data Set: The next step requires thoroughly reading the entire data set. During this phase, the researcher immerses themselves in the data, gaining a holistic understanding of the content. This involves contemplating the overarching meaning, the ideas expressed by participants, the tone of the responses, and evaluating the overall credibility of the data.

Coding and Categorizing the Data: This step involves systematically categorising the data. Segments of text or images are organised into distinct categories and labelled accordingly. Often, these labels or codes incorporate the participants' language, known as *in vivo* terms, to preserve the authenticity of their voices.

Delineating Key Themes from the Data: Key themes are distilled and elaborated upon during the coding process. These themes typically evolve into the qualitative study's significant findings, offering a structured interpretation of the data.

Constructing a Storyline Interpretation: In this phase, the researcher weaves the identified themes into a coherent narrative or storyline. This narrative may present a chronological sequence of events or focus on individual or group experiences and is often included in the discussion section of research reports.

Advance Data Analysis through an Analytic Framework: Beyond the initial coding and theme development, the data can be further dissected using various interpretive frameworks. These frameworks might include narrative research, grounded theory, ethnography, or case studies, providing additional layers of analysis and interpretation.

Presenting and Interpreting the Data Findings: The final step involves presenting the findings. This representation is typically narrative, enriched with visuals, figures, or tables to enhance understanding. It may include a detailed exposition of themes, a chronology of events, or an exploration of the interconnections among themes.

3.9. Validity and Reliability of Data Collection Instruments

Validity and reliability are pivotal pillars within the scope of empirical research, ensuring the integrity and applicability of data collection instruments. Establishing a research study's credibility begins with its ability to replicate results across diverse settings, affirming its reliability. Mahajan

(2017) emphasises this aspect by highlighting the necessity for research methodologies to resonate with established norms, thus garnering trust in the data produced. This consistency forms the bedrock upon which the scientific community can build further inquiries and validations.

Heale and Twycross (2015) articulate that addressing validity and reliability issues is not just a methodological consideration but a declaration of the research's overall quality and robustness. This dual focus acts as a communication tool, relaying the meticulousness and depth of the research endeavour to peers and the broader academic community. Creswell & Creswell (2023) further posit that instruments which pass the litmus test of validity and reliability are indispensable in yielding data that is not only interpretable but also foundational for drawing meaningful conclusions.

However, the journey towards achieving high validity and reliability is fraught with challenges, as Jackson (2014) noted, who points out that an instrument could be reliable yet falter on the validity scale. This discrepancy highlights the nuanced distinction between the consistency of results (reliability) and the accuracy of what those results represent (validity).

In light of these considerations, developing effective data collection instruments becomes paramount. Blair et al. (2013) advocate leveraging existing, proven questions from prior studies to ensure the instruments' reliability and validity. This approach streamlines the development process and builds upon the foundation of previous empirical efforts, enhancing the instrument's effectiveness and applicability.

3.9.1. Validity and Reliability of the LC Tests

A three-step process was implemented during their design to enhance the validity and reliability of the Literary Competence tests used in the current study. Initially, the construction of the test was grounded in expert definitions of LC, ensuring that the framework adhered closely to established academic standards in the field. Secondly, the test questions were derived from the objectives and tasks outlined in the second-year literature syllabus, targeting the precise competencies that students were expected to develop. Lastly, to further ensure the test's appropriateness and accuracy, drafts of the test were reviewed by senior literature teachers. The researcher incorporated all their feedback and recommendations, refining the test to meet educational goals better and enhance its evaluative precision. This comprehensive approach aims to produce a robust assessment tool that accurately measures students' literary competencies in alignment with educational objectives.

3.9.2. Validity of the Test and Questionnaires

In the quantitative segment of this study, validity plays a pivotal role in ensuring the integrity and accuracy of the inferences drawn from the collected data. As defined by Avis (2006), validity

pertains to the precision of the conclusions derived from data analysis. It hinges on whether the measurement tools employed are apt for the constructs they intend to measure. For an instrument to be deemed valid, it must accurately and appropriately capture the construct of interest, underscoring that the degree of validity is intrinsically linked to how well a questionnaire aligns with its intended purpose (Arthur et al., 2012).

A rigorous methodological approach was employed to establish the content validity of the questionnaires used in this research, involving an exhaustive review of relevant literature followed by a meticulous evaluation by a panel of experts (Taherdoost, 2016). The drafted experimental tests and questionnaires were presented to three distinguished senior teachers in the EFL literature teaching and learning field, who provided insightful feedback, recommendations, and validations. This process ensured that the instruments were theoretically grounded and empirically sound, reflecting the nuances and complexities of literary competence in an EFL context.

Incorporating the modifications and corrections suggested by the expert panel was crucial in enhancing the validity of the quantitative instruments. This iterative process of refinement and validation was instrumental in ensuring that quantitative data collection instruments meticulously captured the various dimensions of literary competence influenced by the LBA, including students' ability to analyse literary texts, understand literary genres and themes, and apply literary terms and concepts.

3.9.3. Reliability of Questionnaires

To assess the reliability of the pre-and post-intervention questionnaires used in this study, the internal consistency of the questionnaire items was evaluated using Cronbach's Alpha (α) coefficient. Cronbach's Alpha is widely recognised as a measure for testing the internal consistency of research instruments (Pallant, 2016; Tavakol & Dennick, 2011).

Cronbach's Alpha values range between 0 and 1, reflecting the degree of internal consistency among the items within a questionnaire. A value of 0 indicates no internal consistency, whereas a value of 1 represents perfect consistency. This study's guidelines for interpreting Cronbach's Alpha values are as follows (Taherdoost, 2016; Bryman & Bell, 2015; Drost, 2011; Leedy & Ormrod, 2014; Sekaran & Bougie, 2016; Wilson, 2014).

Table 3.6. Cronbach's Alpha Reliability Coefficient Intervals

Alpha Cronbach Interval	Reliability criteria
$0.90 \leq \alpha \leq 1$	Excellent Reliability
$0.70 \leq \alpha \leq 0.80$	Good Reliability
$0.60 \leq \alpha \leq 0.70$	Acceptable Reliability
$0.50 \leq \alpha \leq 0.60$	Moderate Reliability

$\alpha < 0.5$	Low Reliability

During the analysis, attention was also paid to the effect of item omission on Cronbach's Alpha values. This step was crucial for identifying any items that did not contribute value to the overall reliability of the questionnaires. Following the principle that omitting an item should increase the alpha if the item is not contributing to the internal consistency, a few items were reviewed and adjusted. This process ensured that only items adding value to the measurement of literary competence were retained, thus enhancing the overall reliability of the questionnaires.

Upon calculation, the Cronbach's Alpha values for the pre-intervention questionnaire items fell within the acceptable to good reliability range, indicating a robust internal consistency among the items related to literary competence. Similarly, the post-intervention questionnaire demonstrated reliability within the excellent range, suggesting that the items consistently measured the intended constructs about the students' literary competence after implementing the Language-Based Approach (see 5.2.1. Reliability of Questionnaires).

3.9.3. Validity and Reliability of Qualitative Data

In the qualitative aspect of this mixed methods study, which involved interviews with five literature teachers, reliability and validity concern the collected data's authenticity, genuineness, and honesty (Neuman, 2007). Unlike quantitative research, where the goal is to achieve identical outcomes upon repeated measures, qualitative research focuses on the dependability and consistency of the findings given the data collection procedures used (Zohrabi, 2013). This study aims to ensure that the insights gleaned from the interviews with literature teachers are dependable and provide a consistent understanding of the impact of the LBA on literary competence in EFL settings.

In this vein, the study employs rigorous methodological approaches, including member checks and peer reviews, to ensure the findings' authenticity, credibility, reflexivity, trustworthiness, confirmability, and dependability. These concepts collectively signify a commitment to rigour in qualitative research, demanding a critical attitude towards the data and a comprehensive recognition of potential influences on the research process (McMillan & Schumacher, 2010). Firstly, member checks involve the researcher returning to the participants who provided the data to verify the accuracy and completeness of the information recorded (Flick, 2018). In pursuing this research objective, interview transcripts were shared with the participants, allowing them to identify and correct any factual inaccuracies. This step significantly bolsters the trustworthiness of the data collected, ensuring that the insights and narratives captured faithfully represent the participants' experiences and views. Secondly, the study utilised a peer review

mechanism. This involved soliciting feedback from scholarly peers on the structure and content of the interview questions. Such a review helped identify and eliminate any potentially misleading or ambiguous questions, ensuring the final questions aligned with the research problem. By refining the interview schedule through peer input, the study aimed to minimise bias and increase the precision with which the research questions were addressed.

Furthermore, construct validity, a cornerstone of validity research, is particularly relevant in the qualitative domain of this study. It refers to the degree to which an instrument truly measures the theoretical construct it claims to measure (Polit & Beck, 2012). Within the scope of this analysis, establishing construct validity involves confirming that the themes and patterns identified through the study of interview data align with the theoretical underpinnings of the LBA and its implications for literary competence in EFL learners. The inquiry upholds the principles of rigour and trustworthiness by ensuring that the qualitative findings resonate with broader theoretical frameworks regarding effective literature teaching strategies in EFL contexts.

3.9.4. Assessing the Validity and Reliability through Pilot Testing

Pilot testing, an essential preliminary step in research methodology, is a foundational component for enhancing the quality and efficacy of data collection instruments. This process, often described as a "mini-version" of the full-scale study, is critical in pre-testing research instruments to ensure validity and reliability (Teijlingen & Hundley, 2001). Quantitative and qualitative research methodologies benefit significantly from pilot studies, as they provide invaluable insights into the operational functionality and effectiveness of the research tools (Tashakkori & Teddlie, 2010). The core aim of this stage is to refine the research instruments to accurately measure what they are intended to, ensuring that the data collected is reliable and valid. According to Gall et al. (2007), conducting pilot tests is advantageous, as it has enhanced the validity and reliability of research instruments. This finding is well-supported by the existing literature. By implementing a pilot study, researchers can identify ambiguous questions, technical issues, and other obstacles that may impede the data collection. This proactive approach allows for the refinement of questions, the adjustment of data collection procedures, and the calibration of measurement tools, thereby minimising errors and biases in the study.

The necessity of conducting a pilot study stems from the need to evaluate the research instruments' responsiveness and applicability. Srinivasan and Lohith (2017) emphasise that the pilot study is instrumental in checking the validity and reliability of data collection tools, aspects crucial for the integrity of the research findings. Validity refers to the degree to which an instrument measures what it claims to measure, while reliability pertains to the consistency of the instrument over time and across various contexts. A pilot study, by identifying and addressing

potential issues in the research instruments, not only facilitates these assessments but also enhances the overall research design.

In alignment with the rigorous requirements of academic research and to ensure the foundational integrity of the study at hand, a comprehensive pilot study was conducted with a small, representative sample of the target population before the initiation of the leading research phase as a preparatory step to evaluating the validity and reliability of all utilised instruments, encompassing questionnaires, tests, and interviews, along with their respective implications. This allowed for the identification and correction of ambiguous, leading, or irrelevant questions, thus enhancing the clarity and effectiveness of the instruments. Besides, Participants in the pilot study were asked to provide feedback on their understanding of the questions and the overall user experience. This feedback was instrumental in making necessary adjustments to improve the comprehensibility and engagement level of the instruments.

3.9.5. Triangulation's Contribution to Validity and Reliability

Adopting triangulation in research methodologies is a strategic approach that significantly enriches the investigation of phenomena by leveraging multiple methodologies to comprehensively explore a single phenomenon (Jonsen & Jehn, 2009). This methodological pluralism is grounded in the belief that employing various methods to examine a particular phenomenon deepens the inquiry and secures a more nuanced and thorough understanding of the subject under study (Denzin, 2012). Triangulation is paramount in examining a Language-Based Approach's impact on EFL students' literary competence.

Triangulation includes data triangulation, which involves collecting data from diverse sources, and environmental triangulation, which encompasses data collection across multiple times and settings. This multifaceted approach is integral to the research design, aiming to provide a holistic view of how the Language-Based Approach influences students' literary competence. Triangulation into the research framework mitigates potential biases, enhancing the research outcomes' reliability and validity (Jonsen & Jehn, 2009).

By employing triangulation, this study not only cross-validates findings across different data sources but also examines the consistency of these findings over various contexts and periods. For instance, aligning qualitative insights gained from interviews with quantitative data from student assessments provides a robust mechanism for verifying the research findings. This cross-methodological validation serves as a cornerstone for confirming the reliability and validity of the conclusions drawn, ensuring they are well-founded and reflective of the true impact of the pedagogical intervention.

Furthermore, triangulation in this research enables a more comprehensive exploration of the complex interplay between the suggested approach in teaching literature and students' literary competence. By drawing upon multiple data sources and methodologies, the study can uncover nuances and insights that might be overlooked by relying on a single approach. This richness of data and analysis strengthens the credibility and transferability of the research findings, making them more valuable to educators and researchers in the field of EFL education.

3.10. Ethical Considerations

In any academic research, adhering to stringent ethical considerations is paramount. Research ethics, as highlighted by Rana (2021), encompass a variety of principles that researchers must follow to safeguard the rights of participants. These principles are foundational in developing research methodologies and crucial in establishing and maintaining a trusted relationship between study participants and the investigator. In this research, ethical considerations are meticulously observed within education to ensure the study's integrity, credibility, and reliability. The ethical framework guided every aspect of the research process, from participant interaction to data handling, underscoring the commitment to responsible and respectful research practices.

3.10.1. Informed Consent

Before initiating data collection, it was confirmed that each participant gave informed consent. De Vos et al. (2011) elucidated that informed consent is a cornerstone of ethical research. In this study, informed consent entailed providing participants with comprehensive information regarding the research's objectives, the expected duration of their involvement, the procedures to be followed, and a clear outline of any potential benefits, disadvantages, and risks associated with their participation. Additionally, the researcher's credibility was transparently communicated to establish trust and ensure an ethical interaction with the participants. Furthermore, per the standards set by Fraenkel and Wallen (2009), participants were provided with contact information for the investigator, enabling them to reach out during a reasonable time following their participation.

3.10.2. Institutional Permission

Institutionally, formal permission was obtained from El Oued University in compliance with ethical standards outlined by Cohen et al. (2013), specifically to conduct an experimental study on teaching literary texts to second-year students. This approval, essential for ensuring ethical and procedural integrity, was a critical first step and was followed by securing informed consent from the individual participants involved in the study. The process of gaining consent was conducted with the utmost regard for the participants' rights and freedom, ensuring they were fully informed about the study's purpose and methods. This approach not only facilitated compliance with

institutional requirements but also established a foundation of mutual respect and agreement, crucial for successfully implementing the experimental component of the research.

3.10.3. Assuring Anonymity and Confidentiality

Paramount importance was placed on ensuring the confidentiality and anonymity of all participants in alignment with ethical guidelines outlined by Rana et al. (2021). The research process involved a stringent adherence to protecting participant identity and sensitive information. Participants were informed that any information provided would be accessible exclusively to the researcher and the supervisor, safeguarding their privacy. This commitment to confidentiality was an integral part of maintaining the ethical integrity of the research, ensuring participant comfort and trust, and upholding the standards of responsible academic conduct.

3.11. Conclusion

In conclusion, this methodology chapter has meticulously delineated the research design, data collection methods, and analytical procedures employed in this study, which aims to investigate the impact of the Language-Based Approach (LBA) on enhancing Literary Competence (LC) among EFL students. By adhering to a structured framework, the Research Onion (Saunders et al., 2019), and grounding the study in the pragmatist research philosophy (Creswell, 2014), the research has established a robust foundation for a comprehensive and rigorous inquiry. The Explanatory Sequential Mixed Methods Design, navigating deductive, inductive, and abductive pathways, has been strategically chosen to address the complexity of the research questions and hypotheses. The integration of quantitative and qualitative methodologies, including quasi-experimental methods, survey questionnaires, and semi-structured interviews, ensures a holistic exploration of the LBA's impact on students' LC and teachers' perceptions of its effectiveness. The carefully selected target population, comprising Algerian undergraduate EFL students and literature teachers from various universities, provides a diverse and representative sample for the study. The data collection techniques, encompassing pre-test and post-test assessments, student questionnaires, and teacher interviews, have been designed to capture a comprehensive picture of the LBA's influence on LC development. The data analysis procedures, involving descriptive and inferential analysis for quantitative data and thematic analysis for qualitative data, have been chosen to extract meaningful insights and address the research objectives effectively. The validity and reliability of the data collection instruments have been ensured through rigorous processes, including expert reviews, pilot testing, and triangulation, enhancing the credibility and trustworthiness of the findings.

Chapter IV

Analysis and Interpretation of the Findings

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4.1. Introduction

This chapter embarks on a critical journey through the analysis and interpretation of the findings. Following the methodological rigour established in previous chapters, which outlined the research design, data collection methods, and the study's theoretical framework, this segment delves into the core of the research outcomes. It is the nexus between the empirical data collected and the theoretical insights that frame our understanding of the LBA's impact on EFL literary education.

The significance of analysing and interpreting the findings must be considered. This phase not only elucidates the quantitative and qualitative results but also situates them within the broader discourse of EFL teaching methodologies and literature pedagogy. Through a meticulous examination of pre- and post-intervention tests, teacher interviews, and student questionnaires, this chapter aims to uncover the nuanced dynamics in educational interventions and their effect on students' literary competence.

In navigating this chapter, readers can anticipate a structured presentation of the findings, beginning with an overview of the quantitative data analysis and then a thematic exploration of the qualitative insights. This dual approach ensures a comprehensive understanding of the LBA's effectiveness, highlighting its strengths, limitations, and potential for future application and research.

By the conclusion of this chapter, the study's contribution to the field of EFL education and literature teaching will be articulated, setting the stage for the subsequent discussion and conclusions. The analysis and interpretation of the findings validate the research hypothesis and advance our collective knowledge of enhancing literary studies through innovative teaching methodologies.

4.2. Results of the Quantitative Study

This section showcases the rigorously collected data from our quantitative research instruments, aimed at scrutinising the impact of the LBA on the literary competence of second-year EFL students at El Oued University. Through meticulous analysis, we seek to draw reliable conclusions and valid generalisations that directly correlate with the formulated research hypotheses. The primary objective is to assess the extent to which the implementation of this approach influences students' abilities to analyse, understand, and appreciate literary texts, thereby substantiating our hypotheses with empirical evidence. This investigation enhances our understanding of effective literature teaching strategies in an EFL context and contributes to the broader academic discourse on language and literary education.

4.2.1. Reliability of Questionnaires

As mentioned earlier, the concept of reliability in research plays a significant role in ensuring the consistency and accuracy of the outcomes across different iterations of the study. Leung (2015) articulates that reliability refers to the degree to which research results remain consistent over time and accurately reflect the entire research population. This concept underscores the importance of using instruments that yield stable and consistent results when applied repeatedly under similar conditions. In this light, an instrument's reliability is affirmed if its application over successive instances produces equivalent outcomes, thereby underscoring its dependability in measuring what it is intended to measure.

Within the framework of the present study, the application of Cronbach's alpha is directed toward evaluating the reliability of the various constructs encompassed by the questionnaires. This includes sections designed to capture attitudes and motivations towards literature, challenges and difficulties in learning literary texts, literary competence and experience, and language barriers in understanding literature. Each section comprises multiple items to assess specific aspects of student's experiences and perceptions of literature learning in an EFL context. The findings of Cronbach's alpha test, which was conducted for the different criteria of the pre-treatment questionnaire, are detailed in Table (4.1) presented below.

Table 4.1. Cronbach's Alpha Reliability Coefficients for First Questionnaire

Constructs of the Questionnaire	Cronbach's Alpha	Number of Items	Interpretation
Section 2: Attitudes and Motivations Towards Literature	0.721	6	Acceptable
Section 3: Challenges and Difficulties in Learning Literary Texts	0.809	6	Good
Section 4: Literary Competence and Experience	0.847	4	Good
Section 5: Language Barriers in Learning Literature	0.704	7	Acceptable
Overall Questionnaire	0.770	23	Acceptable

Table (4.1) illustrates that Cronbach's Alpha coefficients for each construct surpass the advised threshold of 0.6 (Dasgupta et al., 2017), indicating that the data derived from each

construct within the study is reliable. Consequently, the instruments utilised in this research exhibit high internal consistency.

4.2.2. Analysis and Discussion of the Students' Pre-treatment Questionnaire

The following section delves into the quantitative analysis and subsequent discussion of the data gathered from the students' first questionnaires. It aims to unpack the nuanced responses of second-year EFL students at El Oued University, offering insight into their experiences, competencies, and attitudes towards literature before the experiment intervention. Through this analysis, the researcher explores the approach's tangible effects on students' literary competence, aligning our findings with the initial research hypotheses and contributing to the overarching goal of enhancing EFL literary teaching. As delineated in the preceding section (refer to 3.7.1.2.), This survey consists of six distinct sections, each carefully designed to examine critical aspects necessary for understanding students' current situations and needs in studying literary texts.

Section 1: Demographic Information

Item 1: The first question of this section asks participants to specify their age. This aims to determine the age distribution among the study's participants, offering insights into the demographic composition of the sample. Understanding age data can influence the interpretation of the study results, given that age-related factors might affect participants' engagement and perceptions of learning literature in an EFL setting.

Table (4.2) presents descriptive statistics for the experimental and control groups, detailing the mean, median, standard deviation, minimum, maximum, and range of ages. These statistics offer insights into the age distribution of participants involved in the study, which examines the impact of a Language-Based Approach on the literary competence of EFL students.

Table 4.2 Age Distribution of the Participants

Statistic	Experimental Group	Control Group
Number	31	33
Mean	22.37	22.06
Median	20.00	20.00
Std. Dev.	5.12	4.75
Min	18	18
Max	39	40
Range	21	22

The analysis of central tendencies reveals a close alignment between the mean and median ages across both groups, signifying a symmetric distribution around the central value. This symmetry implies minimal influence from outliers or extreme values, ensuring a balanced representation of participant ages. Moreover, the standard deviation values, 5.12 for the experimental group and 4.75 for the control group, indicate a moderate spread of ages around the mean. This spread signifies a reasonable range of age variability, underscoring the comparability of the groups and supporting the integrity of the study's outcomes.

Additionally, the range of ages, extending to 22 years in both groups, alongside the minimum and maximum age values, showcases the diversity within the participant pool. This diversity encompasses young adults to middle-aged individuals, reflecting a broad spectrum of the target EFL learner population in the university.

The implications of these findings are manifold. The similarity in the distribution measures between the groups bolsters the study's internal validity, allowing for a confident attribution of any observed outcome differences directly to the intervention rather than to any underlying demographic disparities. The broad age range and the moderate age variability suggest the potential generalizability of the findings across a diverse adult demographic. However, including participants significantly beyond the typical university age range necessitates a cautious approach when extending the results to all EFL learners.

In conclusion, the comprehensive demographic analysis provided by the descriptive statistics of the experimental and control groups lays a robust foundation for evaluating the LBA's impact. By affirming demographic comparability between the groups, the research ensures that detected differences in literary competence can be confidently ascribed to the educational intervention. This demographic scrutiny enhances the study's methodological rigour and enriches our broader understanding of age dynamics in EFL literary education.

Item 2: This question solicits participants to specify their gender, a critical demographic variable for understanding the composition of the study's sample. By collecting gender data, the research gains valuable insights into the diversity of the participant pool, allowing for a nuanced analysis of how gender may influence learning experiences and outcomes within the context of EFL literature at Algerian universities. Gender-related insights can enrich the interpretation of the study's results, considering the potential differences in engagement, motivation, and perception of literary education between boys and girls.

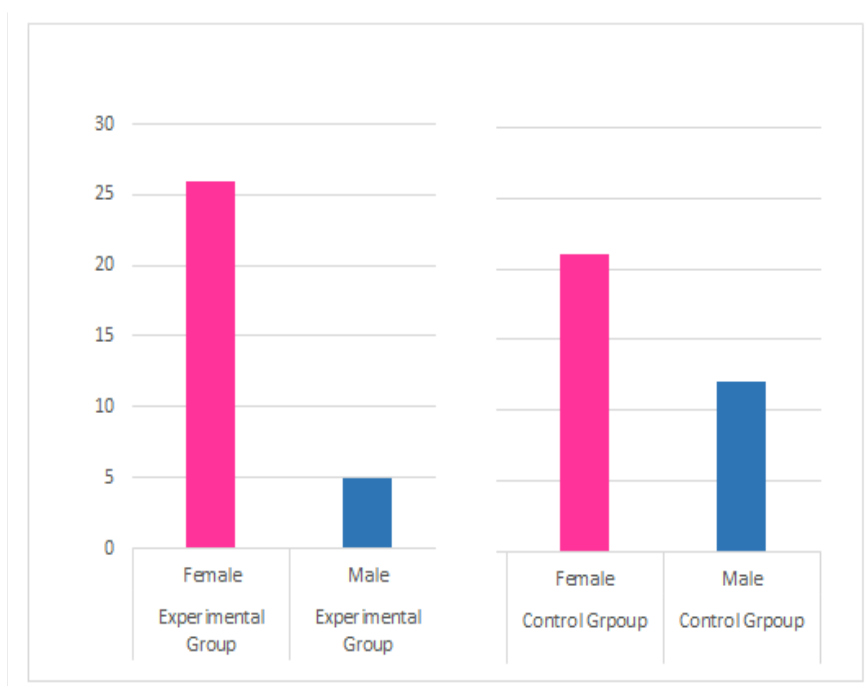


Figure 4.1. Gender of Survey Participants

The gender distribution in the experimental and control groups of the study reveals significant insights. As Figure (4.1) shows, with 83.9% females in the experimental group and 63.4% in the control group, there is a noticeable difference in gender representation. The predominance of females in the experimental and control groups, with exceptionally high representation in the experimental group, mirrors the gender demographics observed in Algerian universities across most majors. This gender distribution in the study is not an anomaly but rather a reflection of the broader educational context within the country, where female students often outnumber male students in higher education institutions. This demographic reality necessitates a methodological consideration of gender dynamics in academic research, emphasising how these broader societal trends might influence study participation and engagement with educational interventions.

Item 3: English Language Proficiency.

This question delves into participants' self-assessment of their English proficiency, categorising it into beginner, intermediate, and advanced levels. This classification is significant for the study, as it stratifies participants based on their language skills, which is crucial for analysing the language level as an influential factor in the literary skills of the students as far as the primary concern of literature is the language itself. The diverse proficiency levels among participants can significantly influence their literary competence and the approach's impact,

making this question essential for tailoring and evaluating the educational intervention within the specificities of the Algerian university setting.

Figure (4.2) below represents the distribution of English language proficiency levels among participants in the experimental and control groups. It provides a comparative view of the proficiency categories: Beginner, Intermediate, and Advanced.

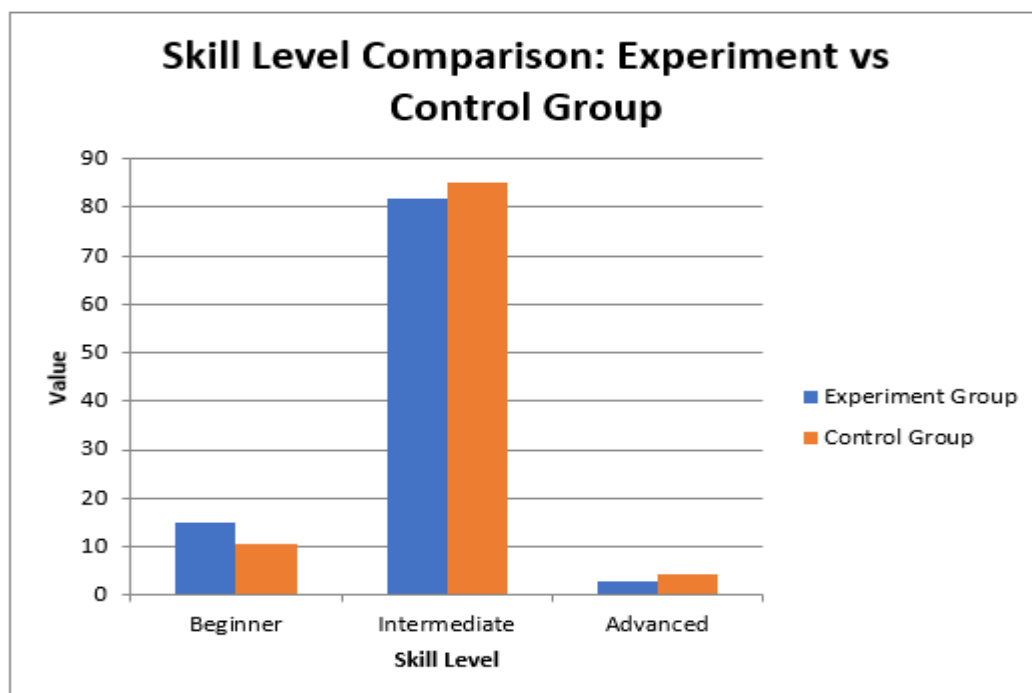


Figure 4.2. English Proficiency Levels of the Participants

The distribution of the students' self-assessment reveals a substantial concentration of participants in the intermediate proficiency level within both groups, suggesting a predominant baseline of English skills conducive to engaging with literature in an EFL context. The relatively small percentages of participants at the beginner and advanced levels highlight a critical aspect of the study's demographic, indicating that the LBA must be versatile enough to cater to a wide range of language competencies. The presence of advanced learners, albeit minimal, underscores the potential for deeper literary analysis and discussions within the study, while the beginner group necessitates a foundational focus on language acquisition. This variability necessitates a nuanced approach to pedagogy, ensuring that the LBA is accessible and beneficial across the proficiency spectrum, thereby enhancing literary competence effectively within the Algerian university setting.

Item 4: Educational Background in Literature

The fourth question in this demographical section probes the participants' educational background in literary texts, explicitly inquiring whether they have pursued any literature courses beyond the primary introductory university offerings, including informal or self-directed studies. This question aims to gauge the participants' prior literary exposure, potentially influencing their engagement and receptivity to any literary course. Understanding their baseline literary competence and familiarity allows for a nuanced analysis of the intervention's impact, making this inquiry pivotal to the study's methodology and outcomes.

Table (4.3) below represents the percentage of participants in both the experimental and control groups who have or have not taken literature courses beyond the introductory level, highlighting a predominant lack of formal literature education beyond the basics in both groups.

Table 4.3. Literary Background of the Participants

Background in Literature	Experimental Group (%)	Control Group (%)
Yes	9.68 %	6.03 %
No	90.32 %	93.97 %

The findings indicate that a significant majority of participants in both the experimental (90.32%) and control (93.97%) groups have yet to engage in literature courses beyond those offered in the university curriculum, including informal or self-directed studies. This suggests a relatively uniform baseline of formal literary education among participants; a vast majority have limited formal education in literature. The small percentage that has pursued further literary education may possess varying levels of literary competence, potentially influencing their engagement and outcomes within the study. This scenario underscores a potential gap in literary competence that the LBA aims to address. Given the EFL context, where English is not the first language, enhancing literary education through targeted approaches becomes even more crucial. This uniformity maintains methodological rigour by ensuring comparability between groups, while the slight variation invites exploration into how differing educational backgrounds affect literary competence development. Such a backdrop sets the stage for investigating how the LBA can effectively bridge this gap, offering valuable contributions to the pedagogical strategies

employed in Algerian universities and potentially broadening the scope of EFL literature education for beginner students.

Section 2: Attitudes and Motivations towards Literature

The present section is designed to delve into the sample's perceptions, interests, and motivational factors regarding literature within an EFL context. It aims to uncover how students view literature's relevance to their personal and academic goals, their enjoyment levels of reading and analysing literary texts, and the extent to which their cultural background influences their understanding and appreciation of literature. Understanding these attitudes and motivations is essential for tailoring literature pedagogy to meet EFL learners' diverse needs and interests, potentially enhancing engagement and promoting more profound learning outcomes.

Item 1: Interest in Studying Literature.

The first question regarding interest in literature employs a 5-point Likert scale to measure students' enthusiasm for studying literature, ranging from "Not at all interested" to "Extremely interested." The researcher assigns numerical values to each category to calculate descriptive statistics, where Not at all interested = 1, slightly interested = 2, moderately interested = 3, very interested = 4, and highly interested = 5. This scale methodologically enriches the questionnaire by quantifying students' enthusiasm towards literary studies. High-interest levels indicate a predisposition for deeper engagement, while lower levels suggest the need for motivational strategies in literature teaching. This scale aims to assess learners' intrinsic motivation towards literary studies as it paves the way for designing effective literature pedagogy in EFL settings. Recognising where students fall on this scale enables educators to tailor their teaching strategies and cultivate a more engaging and responsive learning environment that aligns with students' initial attitudes towards literature. This nuanced understanding aids in addressing diverse learner needs and enhancing literary competence.

Table (4.4) showcases the descriptive statistics of participants' interest in studying literature derived from their responses to the questionnaire. The descriptive statistics of participants' interest in literature reveal a moderate engagement level, with a mean and mode of 3, indicating that the most common response leans towards a mild interest. The median, also at 3, confirms this central tendency. The standard deviation of 1.094 suggests a relatively low spread of responses around the mean, indicating that variations in interest levels are not highly pronounced. The range of 4 highlights the diversity in participants' interest levels, from minimal to extreme interest. These findings suggest a baseline of interest that can be built upon through targeted pedagogical strategies to enhance literary engagement.

Table 4.4. Descriptive Statistics of Participants' Interest in Literature

Statistic	Value
Mean (Average Interest)	3.08
Median (Middle Interest Level)	3
Mode (Most Common Interest Level)	3
Standard Deviation	1.094
Range (Spread of Interest Levels)	4

This moderate interest level in literature, prevalent across the study's participants, offers insightful implications for literature pedagogy, especially in the context of EFL settings in Algerian universities. The findings suggest that while a significant portion of the student population possesses a baseline interest in literature, there exists potential for pedagogical strategies to enhance this interest further. In particular, the approach of literature teaching can be tailored to leverage this moderate interest, employing methods that increase engagement through interactive and culturally relevant materials. For instance, integrating literature that reflects diverse aesthetic perspectives or contemporary themes might resonate more with students, potentially elevating their interest levels. Moreover, these statistics underscore educators' need to adopt flexible teaching methods that cater to their classrooms' varying degrees of interest, ensuring that literature education is accessible and appealing to all students, regardless of their initial enthusiasm.

Item 2: Relevance of Literature Studies to Personal and Academic Objectives.

The participants are asked how relevant they believe literature studies are in their academic goals, measured on a 5-point scale from “Not at all relevant” to “Extremely relevant.” The question of the perceived relevance of literature studies probes how students align their engagement with literature to their broader personal and academic aspirations. This inquiry is pivotal, as it sheds light on literature's role in shaping individuals' educational trajectories and academic goals. Understanding this perception can guide the development of literature curricula that resonate more deeply with students' motivations, potentially enhancing their learning experience and outcomes. It reflects a critical aspect of literary education. It emphasises the need to contextualise literature studies within the broader spectrum of students' lives and ambitions, fostering a more meaningful and impactful educational journey.

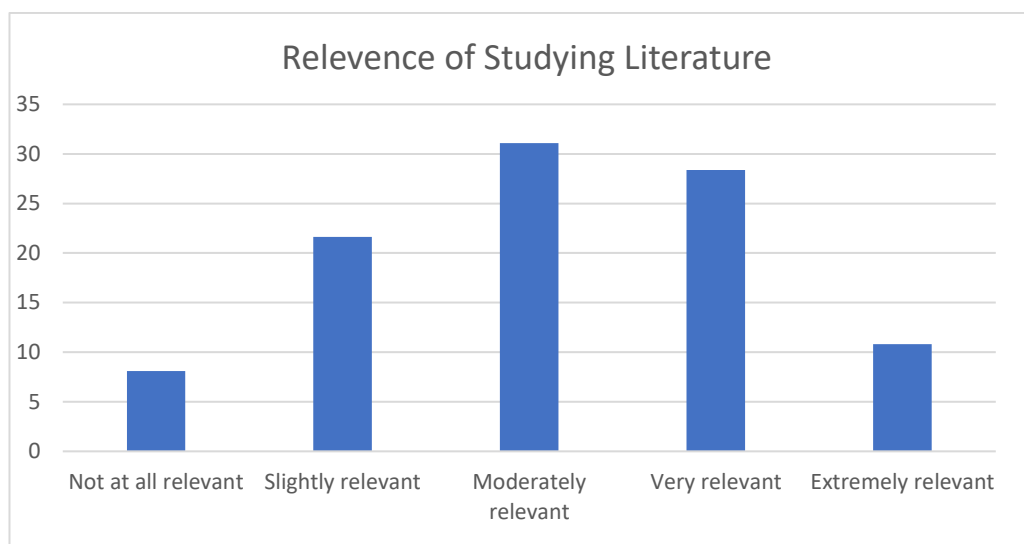


Figure 4.3. Distribution of Perceived Relevance of Literature Studies

The descriptive statistics of the participants' answers are presented in the following table:

Table 4.5. Descriptive Statistics of Perceived Relevance of Literature Studies

Statistic	Value
Mean (Average Interest)	3.13
Median (Middle Interest Level)	3
Mode (Most Common Interest Level)	3
Standard Deviation	1.12
Range (Spread of Interest Levels)	4

The results show a mean perceived relevance score of 3.13, indicating participants' moderate belief in literature's relevance to personal and academic goals. This median and mode, both at 3, support this central tendency. The standard deviation of 1.12 reflects some diversity in opinions but not extreme variance. Each category's frequency highlights diverse perceptions, with a noticeable lean towards moderate to high relevance. This suggests acknowledging literature's potential value in personal and academic contexts among EFL learners. This data can inform targeted, nuanced literature teaching approaches in EFL settings, particularly aligning literary content and pedagogies with student aspirations and academic needs. However, realising this potential requires deliberate efforts to align literature teaching with students' goals, interests, and experiences. Educators can enhance literature's perceived relevance by fostering a more engaging, meaningful, and effective learning environment.

Item 3: Personal Enjoyment from Engaging with Literature

The question investigates the participants' levels of pleasure and satisfaction from engaging with literary texts. This question aims to gauge students' emotional and intellectual gratification from reading and analysing literature. Students who derive pleasure and satisfaction from literary texts are more likely to participate in the classes actively, seek out additional literary materials, and achieve higher literacy levels. As such, measuring enjoyment provides insights into students' subjective experiences with literature. The scale offered balanced options from not enjoyable to extremely enjoyable. The distribution suggests that the full range of the scale was utilised without significant ceiling or floor effects.

The results of this item are displayed in Figure (4.4) below. The chart shows the frequency distribution of responses on the 5-point Likert scale from “Not Enjoyable” to “Extremely Enjoyable.”

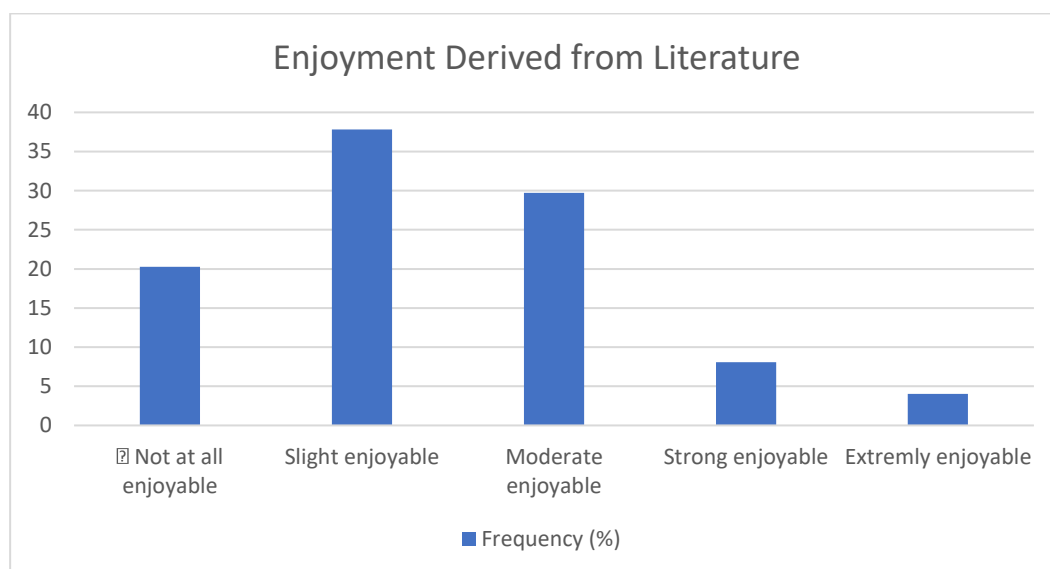


Figure 4.4. Student Enjoyment Derived from Literature

Table 4.6. Descriptive Statistics of Enjoyment in Studying Literature

Statistic	Value
Mean (Average Interest)	2.38
Median (Middle Interest Level)	2
Mode (Most Common Interest Level)	2
Standard Deviation	1.03
Range (Spread of Interest Levels)	4

The results reveal a left-skewed distribution, indicating that most students derive only limited enjoyment from literary texts. The mean score was 2.38 out of 5, falling between "Slightly Enjoyable a little" and "Enjoy moderately". This suggests that students, on average, do not find engaging with literature gratifying. With a modal and median value of 2, the data distribution is negatively skewed with a longer left tail. The standard deviation of 1.03 indicates substantial variability in individual scores. The range of 4 reflects the full spectrum of possible responses selected, from the lowest to highest enjoyment levels. However, based on the frequencies, only 12.14% chose the top two responses indicating high enjoyment, while 58.1% selected the bottom two options reflecting low enjoyment. This imbalance demonstrates that most students are on the lower end of the enjoyment continuum.

The results imply that current literature instructional approaches need to be revised to foster enjoyment and intrinsic motivation among students. Since gratification is linked to active participation, cognitive investment, and literary development, this presents a problem. Instructors should examine how teaching methods, text selections, discussion formats, and assignments could be adjusted to stimulate greater interest and passion. Collaborative projects tapping creative outlets like drama may also heighten enjoyment.

Item 4: Influence of Previous Literature Experiences on Current Literary Attitudes

This survey explores how participants' past encounters with literature, whether within academic settings or through personal exploration, have shaped their current attitudes toward literary studies. It recognises that an individual's educational history and early formative experiences can have a lasting effect on motivations and self-concept related to literature. To gauge the degree of influence, the question utilises a 5-point Likert-type scale ranging from "No Influence" to "Extensive Influence." This allows students to rate the magnitude of their prior experiences' impact on their present outlooks. The scale provides breadth to discern nuanced differences in how fundamentally students' pasts with literature have continued to shape their present.

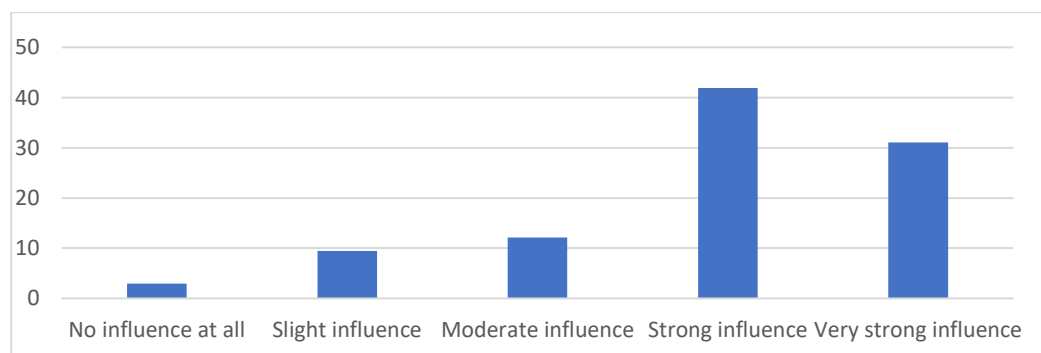


Figure 4.5. Student Ratings for Impact of Previous Literature Experiences

Table (4.7) contains summary descriptive statistics, such as the mean, median, standard deviation, and range, for the overall set of scores on this questionnaire item.

Table 4.7. Descriptive Statistics for Impact of Previous Literature Experiences

Statistic	Value
Mean (Average Interest)	3.83
Median (Middle Interest Level)	4
Mode (Most Common Interest Level)	4
Standard Deviation	1.14
Range (Spread of Interest Levels)	4

The data in Figure (4.5) and Table (4.7) illustrate varying degrees of how previous literature experiences have influenced students' attitudes toward literature. The distribution of results is right-skewed, with a mean of 3.83, indicating that most students report that their prior experiences with literature have strongly influenced their present attitudes. The modal response was 4 (Strong Influence).

This underscores the importance of constructive early literary experiences in fostering a lasting appreciation for literature, vital in EFL contexts where engagement and motivation can be challenging. The findings call for integrating diverse and relatable literary materials in teaching to cater to varying backgrounds and experiences, enhancing students' literary journey and language acquisition.

The results imply that accumulated impressions formed through exposure to previous literature shape students' attitudes. Positive early experiences may lay the motivational groundwork. However, some students reported low influence, suggesting prior discouragement. Instructors should identify and address such barriers. Consequently, literature pedagogy should leverage students' past enjoyment as an asset while being mindful that some may have faced detrimental encounters. Collaborative analysis of previous experiences could illuminate patterns influential in attitudes.

Section 3: Challenges and Difficulties in Learning Literary Texts

The present section delves into the hurdles EFL students in Algeria face when engaging with literature. It stems from an understanding that literature learning involves unique linguistic, interpretive, and conceptual challenges, especially when reading in a second language. Students' ability to comprehend, analyse, and appreciate literary works hinges on having the necessary

linguistic proficiency, literacy skills, and strategic knowledge to navigate these challenges. Understanding these challenges is crucial for educators to develop targeted strategies that address these issues, enhancing literature pedagogy by making it more accessible, engaging, and effective for learners from diverse linguistic and cultural backgrounds.

Item 1: Understanding Literary Concepts and Terms.

The first item in this section addresses the difficulties EFL students in Algeria may encounter with literary terminology like metaphor, narrative arc, diction, and other concepts that form the foundation for interpreting and discussing literature critically. This query is foundational for diagnosing specific educational needs and guiding teachers to tailor their instructional strategies effectively. Educators can adapt their teaching methods by gauging students' challenges, ensuring that literary studies become more inclusive and understandable, and enhancing students' literary competence and overall language proficiency.

Understanding this "meta-language" (such as narrative techniques, stylistic features, textual analyses, stream of consciousness and others) poses a critical early barrier for students learning literature (Hanauer, 2001). Students can only grasp fundamental literary concepts or participate in textual analysis if the essential terms are clear. The item also assesses challenges with using the terms actively in one's writing and speaking to demonstrate comprehension.

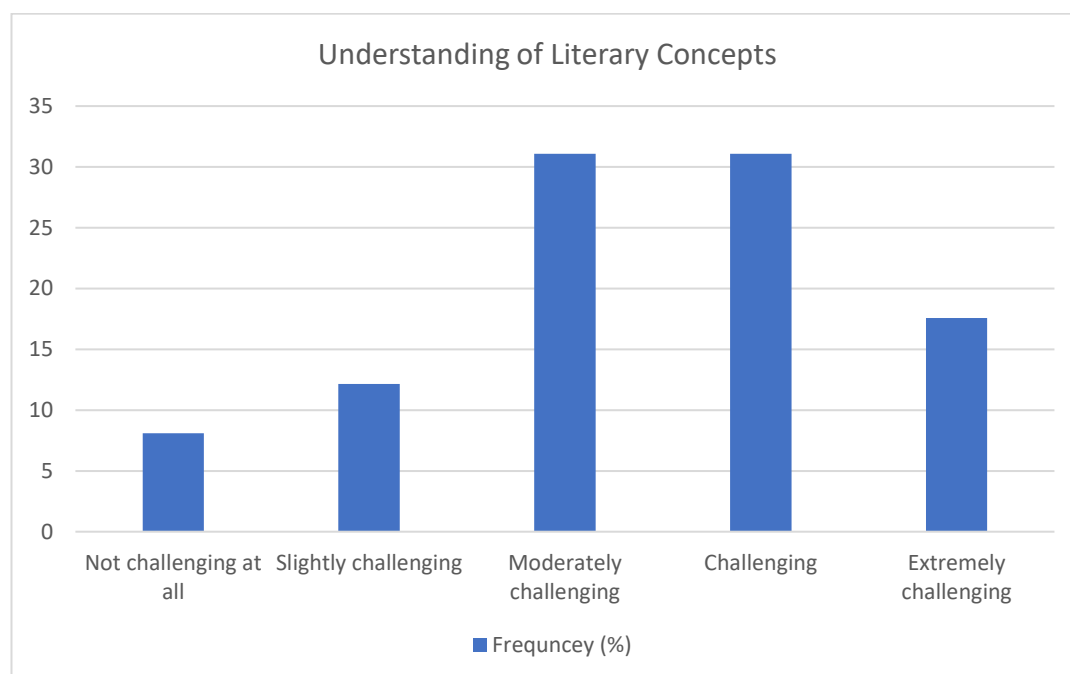


Figure 4.6. Participants of Understanding of Literary Concepts and Terms

Table 4.8. Descriptive Statistics for Understanding of Literary Concepts

Statistic	Value
Mean (Average Interest)	3.35
Median (Middle Interest Level)	3
Mode (Most Common Interest Level)	3
Standard Deviation	1.14
Range (Spread of Interest Levels)	4

The results reveal a left-skewed distribution, with a mean of 3.35, reflecting a moderate level of challenge students perceive regarding literary terminology. The mode and median of 3 correspond to moderately challenging.

The negatively skewed distribution indicates that more students selected options, indicating higher difficulty—the standard deviation of 1.14 points to variance in individual responses. The range of 4 shows that the full scale was utilised. However, 48.64% chose “Challenging” or “Extremely” challenging.

The results imply that students find grasping literary terms and concepts difficult. Targeted vocabulary instruction is needed to establish this critical foundation. Bilingual terminological resources could aid comprehension. Conveying definitions in straightforward, relatable ways is also vital. This suggests an essential area in pedagogical intervention where instructors can incorporate explicit instruction on literary terms and concepts into their curriculum. Tailoring teaching methods to include more interactive, contextual, and applied learning strategies could alleviate these challenges, making literature more accessible and enhancing students' analytical skills in an EFL setting.

Item 2: Comprehension of Complex Texts.

This item highlights students' struggles to grasp multifaceted literary works, peering past surface-level reading into the realm of deeper meaning. It seeks to quantify students' cognitive roadblocks and disorientation when traversing complex fictional landscapes. The map key provided by the 5-point scale ranges from walking a straightforward path of “no difficulty” to being entirely lost in a realm of “significant difficulty.” The item provides a diagnostic check-up assessing whether students' literary schema and reading strategies sufficiently equip them to unpack complexity. It evaluates their stamina in persevering through convoluted passages without

surrendering to simplicity. The results can reveal holes in students' mental maps to be filled with scaffolded guidance from instructors, the wise trailblazers.

Table 4.9. Descriptive Statistics for Student Comprehension of Complex Literary Texts

Statistic	Value
Mean (Average Interest)	3.05
Median (Middle Interest Level)	3
Mode (Most Common Interest Level)	3
Standard Deviation	1.14
Range (Spread of Interest Levels)	4

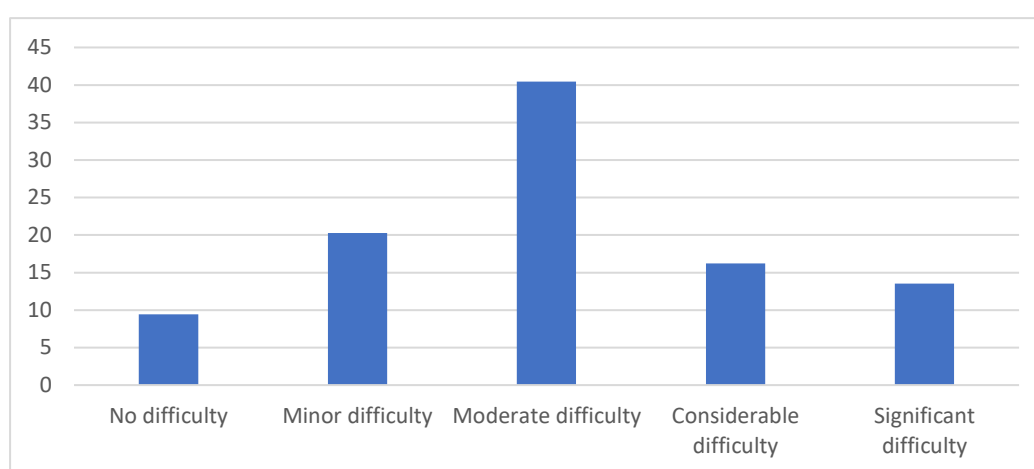


Figure 4.7. Participants' Ratings for Comprehension of LT

The distribution is negatively skewed, with a mean of 3.05, indicating that students, on average, face moderate difficulty comprehending complex literary texts. The mode and median of 3 correspond to "Moderate difficulty."

Statistically speaking, the left-skewed results show more students selected higher difficulty options, with 29.72% choosing "Considerable" or "Significant" difficulty. The standard deviation of 1.14 reflects variance in individual perceptions.

The results reveal a spectrum of difficulties EFL students encounter with complex literary texts. The majority indicate moderate difficulty, with a significant portion experiencing minor to substantial challenges. This distribution suggests diverse comprehension capabilities within the student body, emphasising the need for differentiated instructional strategies in literature education.

Pedagogically, the moderate mean difficulty indicates room for improvement in building skills for complex text comprehension. Instruction should scaffold understanding of nonlinear narrative, figurative language, and symbolic meaning. Familiarity with literary elements and conventions can strengthen students' linguistic and rhetorical schema. Explicit modelling of close reading strategies is beneficial. Collaborative interpretation promotes the co-construction of meaning.

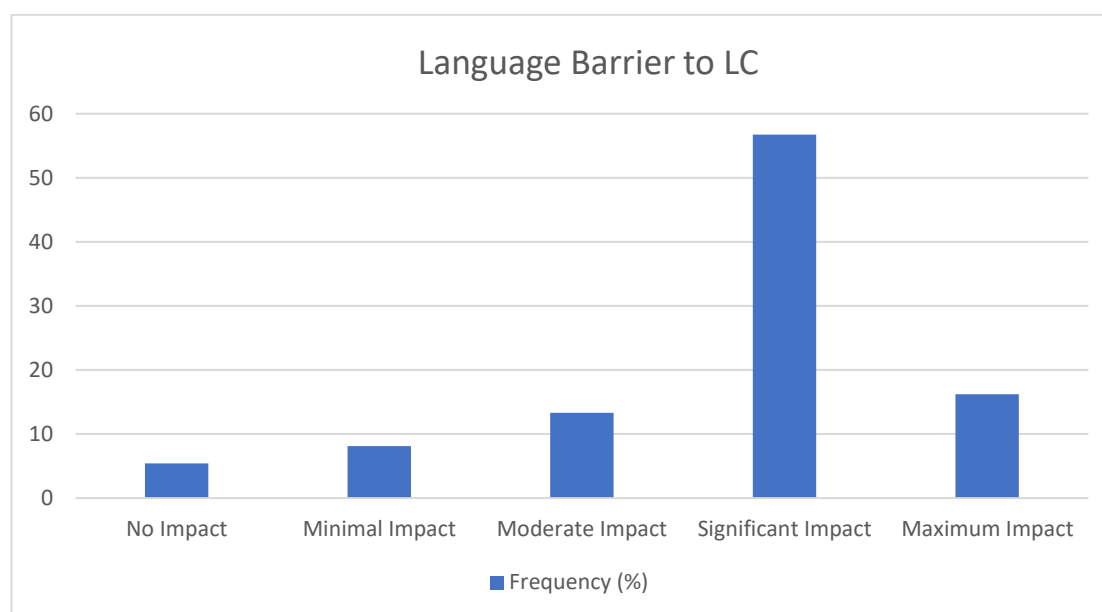
Comparing questions 1 and 2 in this section paves the way to analyse the challenges EFL students face in understanding literary concepts and terms versus their comprehension of complex texts, which illuminates a nuanced landscape of literary teaching in an Algerian EFL setting. The data suggests that students grapple more with literature's linguistic and conceptual underpinnings than with comprehending texts themselves. This distinction is pivotal, highlighting a more profound need for pedagogical strategies that facilitate access to complex narratives and demystify the specialised language of literary analysis. Emphasising interactive learning experiences that bridge theoretical knowledge with practical text analysis can foster a more integrated understanding of literature, enhancing language proficiency and literary appreciation in EFL contexts.

Item 3: Language Barrier Impact on Students Literary Competence.

The third item probes how EFL students perceive the language barrier affecting their comprehension and enjoyment of English literature. The 5-point scale evaluates how language proficiency influences students' text comprehension. The results reveal whether foundational English instruction should be integrated into literature classes to strengthen the language platform. Assessments can determine optimal scaffolding like bilingual literary texts, vocabulary previews, and syntactic simplification of passages. Pedagogically, it informs educators about the need for tailored strategies that mitigate language obstacles, enhancing accessibility to literary works. Besides, it underscores the importance of integrating language support within literature curricula, fostering a dual focus on language development and literary analysis. Hence, assessing the impact of language barriers provides insights into designing more effective EFL literature education programs that bridge linguistic gaps, thereby enriching students' literary experiences.

Table 4.10. Descriptive Statistics of the Impact of Language on Literary Competence

Statistic	Value
Mean (Average Interest)	3.68
Median (Middle Interest Level)	4
Mode (Most Common Interest Level)	4
Standard Deviation	1.01
Range (Spread of Interest Levels)	4

**Figure 4.8.** Participants Ratings for Impact of Language on Literary Competence

The results reveal a right-skewed distribution, with a mean of 3.68, indicating that students, on average, perceive the language barrier as having a significant negative impact on understanding and enjoying literature. The mode corresponds to "Significant Impact."

Analysing the language barrier's impact on literary competence among EFL undergraduate students emphasises a significant intersection between language proficiency and literary understanding. Those with limited vocabulary and weak linguistic skills struggle to grasp complex texts' main ideas, themes, characters, and literary devices. They face barriers in interpreting symbolism, metaphors, ironic tone, and other nuances that depend on an advanced linguistic system. This highlights the critical role of linguistic proficiency in literary studies and suggests the necessity for pedagogical strategies that support language development alongside literary analysis. The data underscores the importance of integrating language support within literature education,

enabling students to overcome barriers and engage more deeply with literary texts. With the majority perceiving language as a considerable obstacle, it underscores the need for language-based adjustments that prioritise linguistic support alongside literary instruction. This approach not only aids in mitigating the challenges posed by language barriers but also promotes a more inclusive and effective literature learning environment.

Conceptually driven, the student's perception of language proficiency as a significant obstacle to literary competence aligns with research highlighting the interdependence between language ability and literary analysis. Khatib et al. (2011) found that reading comprehension and literature interpretation are strongly tied to overall language skills among EFL students. Those with insufficient vocabulary breadth and depth struggle to grasp the intricacies of literary language and complex themes within texts. Still, the lexical density and syntactic complexity typical in literary works often surpass the linguistic competencies of developing EFL learners (Park, 2016). Without comprehending language foundations like vocabulary, grammar structures, figurative expressions, and rhetorical patterns, the multiple layers of meaning within literature remain inaccessible (Hanauer, 2001). As Pardede (2011) discussed, literature learning involves not just reading comprehension but also unravelling symbolism, analysing stylistic elements, considering historical contexts, and articulating critiques. These higher-order engagements depend on language proficiency to translate and convey complex ideas.

Given literature's status as a high-register linguistic art, the central role of language ability in literary competence development is well-established. By perceiving language as a significant challenge, the students accurately appraise the scaffolding they need to engage meaningfully with sophisticated texts. Inclusively addressing language barriers must be an instructional priority.

Teaching literature through an LBA focuses on texts' linguistic features and aesthetic qualities, presenting a potent strategy to overcome language barriers in EFL settings. LBA emphasises understanding and appreciating the form and content of literary works, integrating language development directly with literary analysis. Students can simultaneously develop their language skills and literary competence by engaging with stylistic and rhetorical aspects of texts. This method encourages a deeper engagement with texts, enhancing students' ability to interpret complex literary themes and devices while improving their language proficiency. Therefore, through LBA, the aesthetic value of literature becomes a vehicle for language learning, making literature studies more accessible and enriching for EFL learners.

Item 4: Understanding Cultural Contexts in Literature

This item directly measures the frequency with which students struggle to comprehend the cultural frameworks, historical settings, and societal references woven throughout literary works. It recognises that literature is situated within and reflective of the cultural perspectives and norms of its originating context. It is integral for assessing the cultural barriers in literary education, highlighting the need for methodological approaches that bridge cultural knowledge gaps. The item provides a 5-point frequency scale ranging from "Never" to "Always" to gauge how often cultural unfamiliarity poses a challenge. This enables nuanced quantification of the issue's pervasiveness.

Chart (5.9) and Table (4.11) elegantly reveal the insights from this questionnaire item:

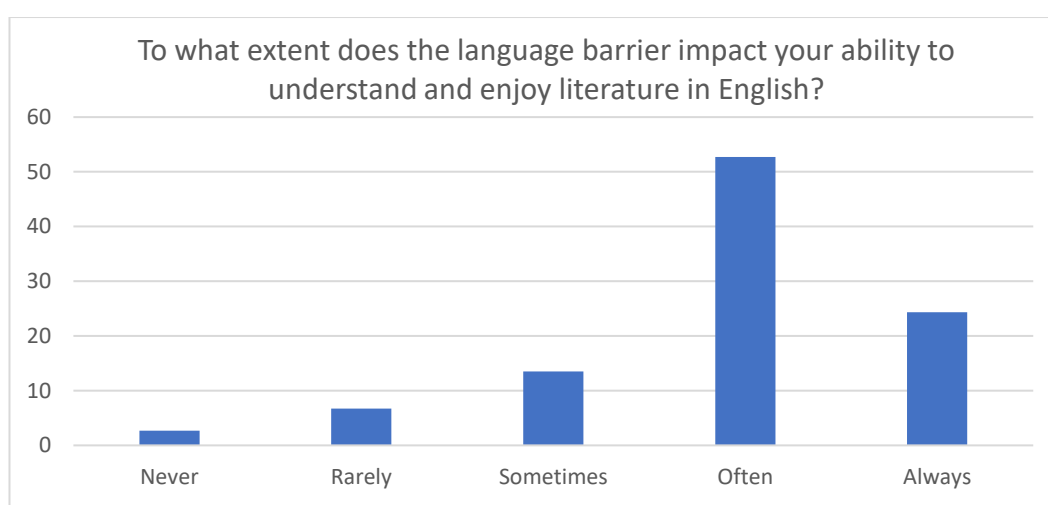


Figure 4.9. Student Ratings for Challenges with Cultural Contexts in LT

Table 4.11. Descriptive Statistics of Challenges of Culture in Literary Texts

Statistic	Value
Mean (Average Interest)	3.87
Median (Middle Interest Level)	4
Mode (Most Common Interest Level)	4
Standard Deviation	0.94
Range (Spread of Interest Levels)	4

The results reveal a right-skewed distribution, with a mean of 3.87, indicating that students frequently encounter challenges comprehending cultural references in literary texts. The mode of 4 corresponds to "Often."

The positively skewed data shows clustering towards the higher frequency end of the scale, with 77.02% selecting “Often” or “Always.” The standard deviation of 0.94 reflects some variance in individual experiences. It significantly impacts EFL students, with most experiencing difficulties often or always. This indicates a substantial barrier to literary comprehension and enjoyment, underscoring the necessity for pedagogical strategies that address cultural literacy. Hence, difficulties with cultural references are familiar, highlighting the importance of integrating cultural context into literature courses. This integration could involve incorporating comparative cultural studies, providing contextual background materials, or employing multimedia resources to illustrate cultural references. Such strategies enhance comprehension and foster a deeper appreciation for the diversity of literary traditions, aligning with the research objective of improving literary competence in EFL learners.

The significant challenges EFL students face in understanding cultural contexts and references in literary texts stem from several factors. The cultural distance between the students' backgrounds and those depicted in English literature can create comprehension barriers, as students may lack the necessary cultural knowledge or context to fully grasp the nuances and implications of specific references or themes (Davis, 1992). Additionally, the diversity of cultural representations in literature requires a broad understanding of history, social norms, and cultural symbols that may be unfamiliar to EFL learners. This highlights the need for teaching strategies focusing on linguistic competence and emphasising cultural literacy, ensuring students can navigate and appreciate the rich tapestry of cultures represented in literature. Alshenqeeti (2019) claims that underdeveloped background schema, historical and societal familiarity gaps, complex literary allusions, and vocabulary challenges related to expressing cultural concepts also likely contribute to frequent struggles in comprehending cultural references. Without sufficient exposure to relevant contexts and tailored instructional scaffolding to activate and build literary-cultural knowledge, students read texts through a culture-neutral lens, overlooking the influential societal frameworks woven throughout literature. A multifaceted approach addressing schema building, multicultural text selection, reading strategies, and explicit cultural prompting is essential to enhance cultural comprehension.

Item 5: Expressing thoughts About the Text in an Analytical Way.

This Likert scale survey question asks respondents to evaluate and report the difficulty they encounter when expressing analytical thoughts on literary texts in English. It asks them to consider factors such as clarity of expression, depth of analysis, and ease of articulating complex ideas as they develop their assessment. This evaluation helps the researcher understand the intersection

between language proficiency and literary analysis skills, guiding the development of teaching methods that foster linguistic agility and critical thinking in literature studies. Table (4.12) also compiles the numerical descriptive statistics of this item.

Table 4.12. Descriptive Statistics of Participant Difficulty in Literary Analysis

Statistic	Value
Mean (Average Interest)	3.84
Median (Middle Interest Level)	4
Mode (Most Common Interest Level)	4
Standard Deviation	2.43
Range (Spread of Interest Levels)	4

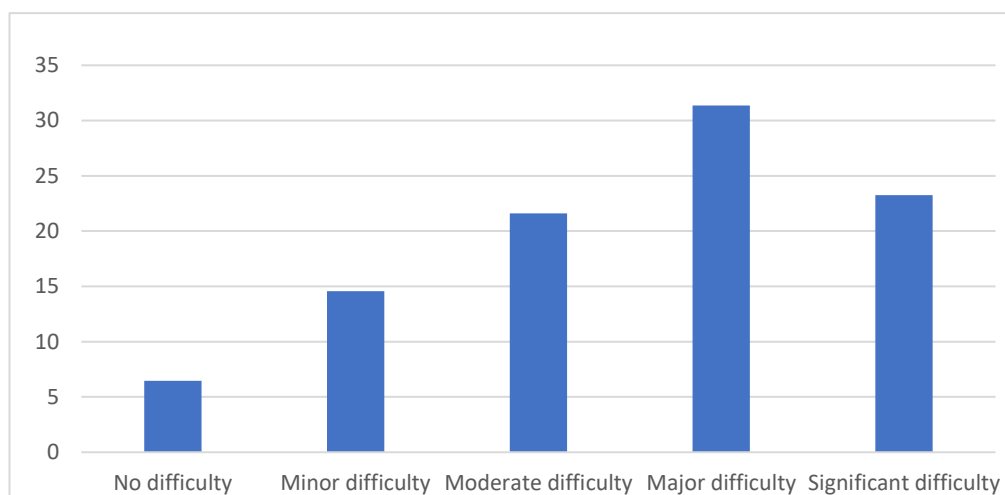


Figure 4.10. Distribution of Participant Difficulty Ratings in Literary Analysis

Figure (4.10) presents the descriptive statistics in a visual format to illustrate the measures of central tendency further and spread related to difficulty levels in expressing analytical literary thoughts in English.

The statistical results reveal a notable trend. Students predominantly find this task of significant difficulty, as reflected by a mean of 3.84 and a mode and median of 4. The essential standard deviation of 2.43 indicates wide variability in students' experiences, suggesting diverse levels of comfort and proficiency in articulating complex literary analyses in English. This variance underscores the need for differentiated instructional strategies that cater to a broad range of language competencies within the EFL classroom.

Expressing analytical thoughts clearly and effectively in a second language is paramount in literary education, particularly in EFL contexts. Challenges in this area can significantly impede students' academic progress and enjoyment of literature. Instructionally, blending language instruction with literature study empowers students as autonomous critics and writers. Pedagogically, this calls for integrating explicit analytical and language skills development, fostering a supportive environment that encourages practice and feedback, and employing multimodal resources to aid comprehension and expression. These findings align with the research objective to enhance literary competence, indicating a critical intersection between language proficiency and the ability to engage deeply with literature.

Section 4: Literary Competence and Experience

The present section provides invaluable insights into students' depth of literary knowledge and genre exposure as data for informed pedagogical approaches. Literature teachers must gauge learners' analytical skills, aesthetic sensibilities, and interpretive faculties to meet them where they are and enrich their literary competence developmentally. Educators scaffold progress along the literary competence continuum by bridging past experiences to new aesthetic challenges. The goal is for substantive literary engagement to blossom, with EFL learners applying sharpened analytical lenses to evaluate and connect with texts. Section 4 data informs teaching strategies to make literature accessible, meaningful, and impactful for students at the undergraduate level.

Item 1: Familiarity with Literary Genres

This survey item presents participants with five common literary genres: poetry, drama, novels, short stories, and none of these. It asks respondents to select all the genres they are most acquainted with personally from the choices. The question gauges the breadth of participants' literary genre exposure and familiarity. The multiple-select format captures familiarity with multiple genres rather than artificially restricting to just one. The item also frames genre as a core literary concept, affirming knowledge of forms and conventions as a vital entry point when engaging in literary study. Discussing purposes and attributes of different genres develops an understanding of how writing shapes communicate meaning. The selection of "None of these" determines complete literary genre unfamiliarity. Methodologically, frequency tallies for each chosen genre can quantify awareness levels of that form for the participant group. Comparing rates between genres illustrates relative acquaintance depth.

Figure (4.11) provides the frequency percentage of participants claiming familiarity with each genre.

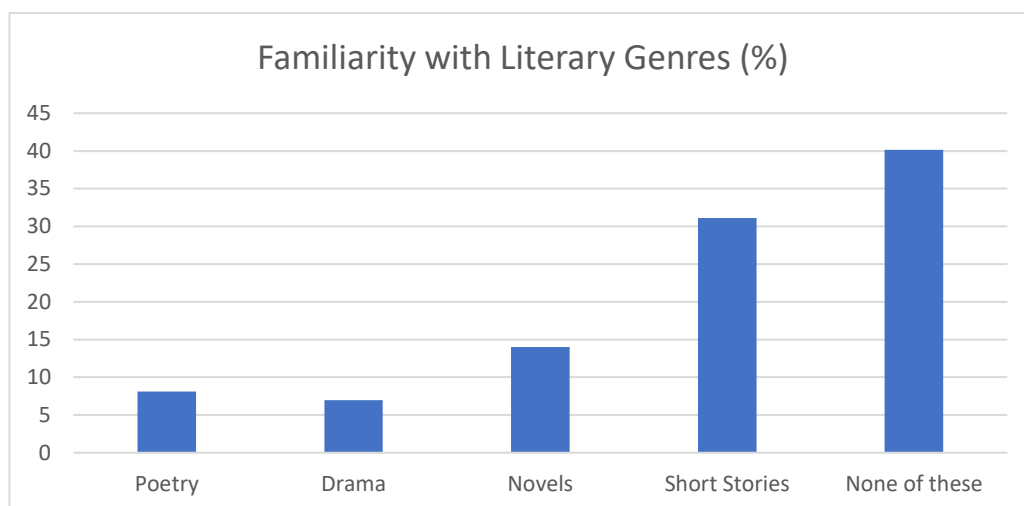


Figure 4.11. Distribution of Participant Ratings on Familiarity with Literary Genres

Statistically, the percentage breakdown indicates that 40.14% of the participants selected had no familiarity with any of the listed genres (the majority of the participants). Meanwhile, short stories garnered the second highest percentage, with 31.12% of participants asserting familiarity with that genre. Comparatively, only 8.11% and 6.98% of participants, respectively, indicated acquaintance with poetry or drama as the lowest percentages among the genres. This considerable polarisation in rates signifies that the second-year students have substantial recognition of short stories, while poetry and drama broadly need to be more familiar concepts. A significant portion, 40.14%, also still need to identify strongly with any of the presented literary genres.

The data reveals a discrepancy in literary genre exposure, with short fiction constituting the predominant familiar format. Nearly a third of participants resonate with short stories specifically. In contrast, poetry and drama are largely unfamiliar ground, evidenced by minimal selection rates below 10%. The sizeable portion of students lacking affinity for any genre suggests that general literary fluency may need initial nurturing. Assessing recognition of core literary genres provides insights to guide the strategic progression of EFL literary education.

With many students signalling unfamiliarity, even the relatively well-known genre requires a spotlight to spur more robust recognition and command. Sustained poetry and drama spotlight can nurture appreciation and transfer skills to demystify unfamiliar genres. This suggests a potential area for pedagogical intervention, emphasising the need to introduce a broader spectrum of literary genres to enhance students' literary competence and engagement. Academically, it highlights the importance of diversifying literature curricula to include genres less represented in students' experiences, such as poetry and drama, fostering a more comprehensive literary education.

Item 2: Understanding Literary Devices and Figurative Language.

Literary devices and figurative language are fundamental components of literary analysis skills for EFL students. Rhetorical techniques like metaphor, personification, symbolism, and irony are deeply rooted in cultural contexts and require grasping nuanced, connotative meanings. For students unfamiliar with the literary conventions of the target language, these complex stylistic devices can render texts perplexing, nebulous, and impenetrable.

Therefore, this item probes the EFL students' ability to understand and interpret literary devices and figurative language within literary texts, crucial elements that enrich the texts' meaning and aesthetic appeal. It assesses the extent to which students find it challenging to grasp such aesthetic and stylistic features that require a nuanced understanding of language and context. This understanding is pivotal in literary education, as it directly impacts students' ability to engage with, analyse, and appreciate the depth and complexity of literature. Addressing these challenges through pedagogical strategies enhances literary competence and fosters a deeper appreciation of literary aesthetics and thematic richness.

This item's results are articulated through a chart and a Table to provide a comprehensive overview of the students' responses. The diagram in Figure (4.12) visualises the distribution of student difficulties in interpreting literary devices and figurative language, enabling an immediate grasp of the varying levels of challenge they experience.

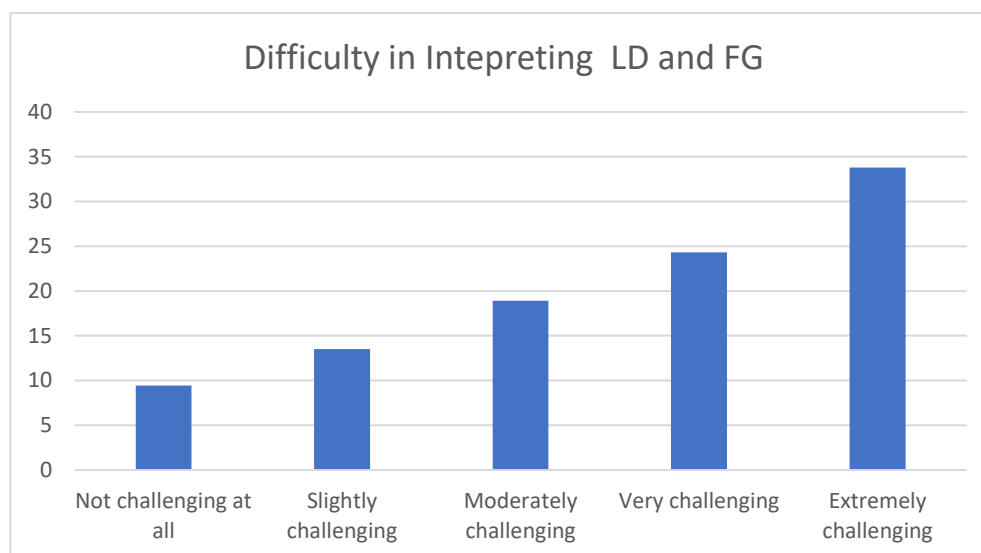


Figure 4.12. Distribution of Participant Difficulty Ratings LD and FL

Accompanying this, Table (4.13) outlines the descriptive statistics, including mean, median, mode, standard deviation, and range, to offer a detailed quantitative analysis that underscores the extent of these challenges and their implications for EFL literary education.

Table 4.13. Descriptive Statistics on Difficulty Interpreting LD and FL

Statistic	Value
Mean (Average Interest)	3.59
Median (Middle Interest Level)	4
Mode (Most Common Interest Level)	5
Standard Deviation	1.33
Range (Spread of Interest Levels)	4

Analytically, the mean difficulty rating is 3.59 out of 5, indicating participants, on average, currently report between moderate and high difficulty interpreting literary devices and figurative language in texts. The median result of 4 aligns with “Moderately challenging.” However, the mode is “Very challenging,” revealing that this received the highest frequency of selections. Hence, while the average leans moderately high, most participants struggle to unpack literary devices and non-literal language. The standard deviation of 1.33 confirms variation in chosen difficulty levels between minimal and extreme challenges. Nevertheless, the predominant response concentrating on challenging areas highlights the prime struggle in interpreting layered symbolic or metaphorical expressions.

The survey results indicate serious difficulty interpreting literary devices and figurative language, indicating an imperative need for robust instructional support. With mean ratings approaching the upper thresholds of challenge, it is evident that multidimensional pedagogical resources must be dedicated to building learner competency. A developmental continuum is required to scaffold student progress from foundational skills in identifying literary symbols to sophisticated fluency in analysing complex allegorical relationships.

Initial instruction should establish literary conventions and terminology, equipping learners with the essential conceptual tools to recognise prevalent techniques. Subsequent lessons can model analytical processes, collaboratively examining how imagery, metaphor, irony, and other devices operate in sample texts. Through repeated guided practice across diverse selections, students can internalise strategies for systematically unpacking meanings encoded in rhetorical figures. Discussion can elicit interpretive insights from multiple perspectives, honing skills in academic literary discourse. While linguistic barriers may persist, strategic cultivation of critical and analytical faculties will empower students to gain increasing mastery over these essential facets of literary study.

Item 3: Appreciation of Aesthetic Elements of the Text.

This survey item presents participants with five proficiency grade levels to self-assess their capabilities in analysing literary works' creative dimensions. From very limited to highly proficient, it addresses competencies around appreciating, critiquing, and discussing aesthetic qualities and stylistic components, including linguistic complexities and cultural references.

As a measurement tool, the graded scale enables gathering standardised data, quantifying participants' professed competency with literary aesthetics and style. Frequency distributions summarise collective proficiency. Comparing selection rates between levels illustrates the sample's overall fluency shape, concentrated at lower, moderate, or advanced tiers—these structures assess current normative and outlying ability.

Proficiency levels are categorised on a scale from 1 to 5, where each point represents a distinct level of expertise or understanding (1 corresponds to Very Limited, and 5 signifies Proficient). The descriptive statistics are summarised in the table below.

Table 4.14. Participants Self Rating in Aesthetic Appreciation

Statistic	Value
Mean (Average Interest)	2.41
Median (Middle Interest Level)	2
Mode (Most Common Interest Level)	2
Standard Deviation	1.09
Range (Spread of Interest Levels)	4



Figure 4.13. Participant Proficiency Ratings for Aesthetic Appreciation

As the statistics present, the mean proficiency rating is 2.41 out of 5, indicating that participants view themselves as having very limited and fair proficiency, appreciating stylistic and linguistic literary elements. 41.89% specifically rated themselves as limited. The median and mode are 2, representing the “Limited” category. This confirms that the most common response aligns with the middle rating of low competency in aesthetic and stylistic appreciation of literary texts.

Integrating an LBA with a focus on multimodal literacy can be highly effective in enhancing EFL students' appreciation of the aesthetic value of literary texts. This approach uses various literary-based strategies to explore stylistic concepts, devices, and cultural contexts. By engaging students with literature through multiple modalities, educators can better understand complex aesthetic elements, making them more accessible and relatable. Incorporating collaborative discussions, critical reflections, and creative projects that encourage students to connect personally with texts can deepen their appreciation and analytical skills. This multifaceted strategy supports a more dynamic and interactive learning environment, fostering a deeper engagement and appreciation for literature's aesthetic qualities.

Item 4: Discussing and Writing about Literary Form and Structure.

This item presents a set of scaffolded components related to form and structure analysis to crystallise a precise competence area for participants to self-evaluate. It frames form and structure by examining how literary pieces are architecturally organised rather than surface plot events—participants rate skills by noticing patterns, discussing function, analysing impact, and utilising terminology. Put differently. It builds on formalism foundations that literary works contain intricate structural blueprints shaping the reader experience. Unpacking form fosters higher-order insight into an artistic vision. As a measurement instrument, the item elicits quantifiable perceived competence data regarding discussing/writing about literary structure. Frequency tallies summarise group facility levels - lower to higher. The ordinal rating scale enables selections to be compared against other competencies surveyed.

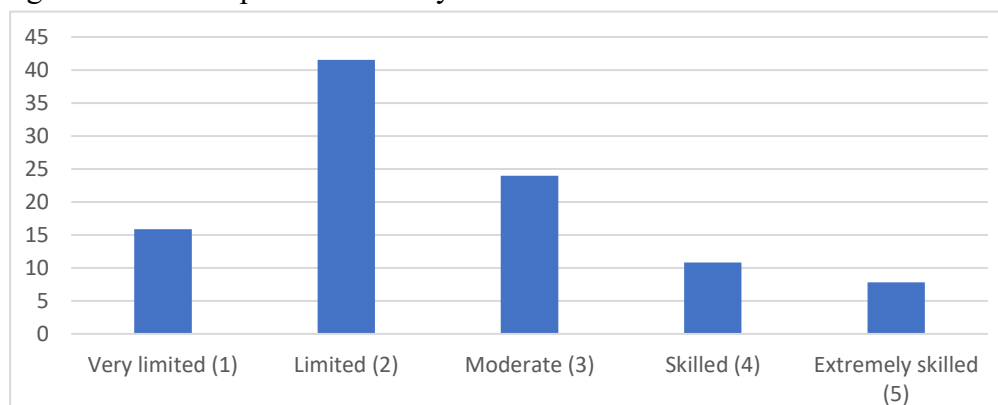


Figure 4.14. Distribution of Participant Self-Rating Scores in Discussing Texts

Table 4.15. Participant Self-Rating Scores in Discussing Literary Texts

Statistic	Value
Mean (Average Interest)	2.51
Median (Middle Interest Level)	2
Mode (Most Common Interest Level)	2
Standard Deviation	1.08
Range (Spread of Interest Levels)	4

Table (4.15) provides valuable insights into students' current skill levels regarding competence in discussing and writing about literary structural components. The mean rating from participants is 2.51 out of 5, falling between limited and moderate competence in this area. Specifically, 41.54% selected a rating of 2, aligning with the median and mode for this question. The results indicate that most participants rate their capabilities relatively low when handling literary form and structure, considering this area to be pretty tricky. Just 7.82% conveyed extreme skill in organically examining structural elements, highlighting pronounced room for improvement for many students. Additionally, the polarised left skew concentrating responses toward lower proficiency levels signals that participants strongly recognise gaps versus strengths when independently exploring how creative architectural elements achieve technical and thematic ends. Pedagogically, concentrated lower-moderate ratings necessitate instruction prioritising formalist literary perspectives. While surface-level coverage has utility, emphasis must shift students toward structural consciousness. Activating and enriching form sensitivity enables unpacking architectonic choices shaping reader experiences.

Item 5: Synthesizing Literary Text Elements into Unified Imaginative Readings

This item positions the pinnacle of literary reading competence as skilfully selecting, connecting, and integrating insights about literary elements like setting, character, themes and figurative language into a coherent imaginative reading articulating fresh significance beyond concrete plot events. It frames a multiplicity of potential meanings while still respecting authorial framing. Respondents' rate perceived fluency at this apex of reader-as-artist vision synthesis.

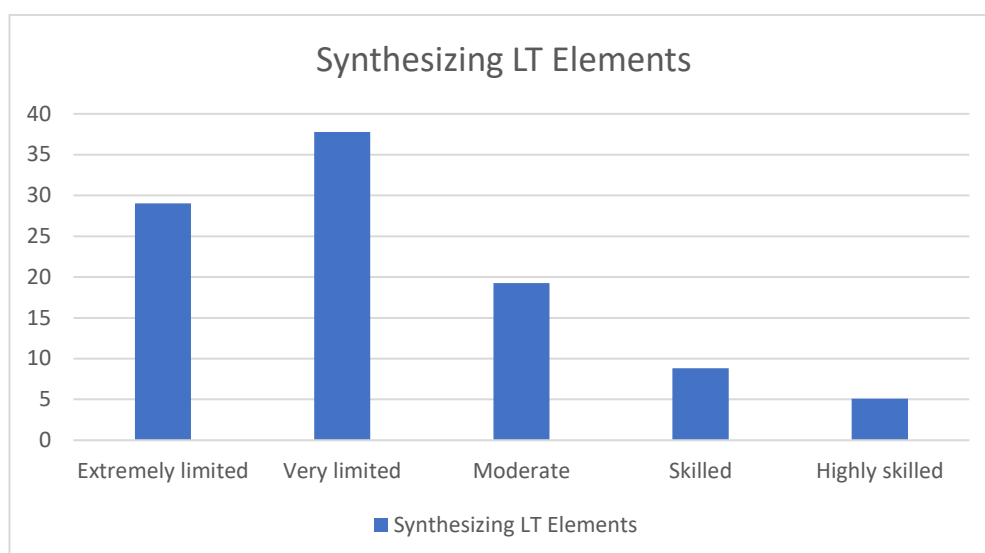


Figure 4.15. Distribution of Participant Self-Rating Scores in LT Synthesis

Table 4.16. Descriptive Statistics of the Participants Synthesizing of LT

Statistic	Value
Mean (Average Interest)	2.03
Median (Middle Interest Level)	2
Mode (Most Common Interest Level)	2
Standard Deviation	1.22
Range (Spread of Interest Levels)	4

The decidedly lower-end distribution of synthesis proficiency self-ratings must prompt point scholarly discourse regarding pedagogical and developmental implications for the construction of literary interpretative meaning-making competency.

When over 60% of student participants demonstrate profoundly limited confidence in manifesting unified creative readings of multifaceted fictional texts, urgent questions emerge on requisite interventions to nurture imaginary while avoiding imaginary that radically disjoints from authorial framing: How can instructors elevate comprehension of layered signification working within texts before expecting extraction of personal resonance? How best is it to model and reinforce the coherence conception when components subjectively resonate yet tentatively attach to collective tissue?

Of course, sustaining motivational scaffolds without devolving into prescriptive formulaic reading strategies remains tensional. The outcome centres on learners owning their evolving

hermeneutic faculties and being able to surface and articulate subjective significance tethered to scaffolded critical strategy. They are translating response into response-ability. Awareness of entry points demonstrating adolescent insight maturity untethered from expectations of seamless mastery reduces identities of deficiency that functionally constrain adventures in exploring text.

Indeed, quantitative visibility into synthesis difficulty stresses strategies that start with basic and collaborative annotation, identifying concrete symbols and imagery and jointly developing theme statements emphasising prominent interpretations. Competence confidence crackles gradually through consistent modelling, revealing personal connections. Overall, the polarised survey responses highlight that synthesis sits firmly between comprehension and critique, attainable only by layering literacy joys gradually cultivated through learner-centred explorations of resonances structured to empower voice. Scaffolds help uncover multiplicity within while avoiding dogma. Over time, they measured self-concept lifts.

Item 6: Confidence in Participating in Literature Discussions.

This questionnaire item presents a 5-point Likert scale measuring perceived behavioural confidence capacities regarding engaging in collaborative discussions of literary texts in the classroom. From "Not confident at all" to "Very confident", participants can gauge and report current skill self-efficacy beliefs discussing literature, considering previous experiential and competency sources shaping discussion readiness.

Expressing analytical perspectives verbally is a fundamental literary skill. The ability to articulate interpretations and discuss meanings with others is a critical practice in scholarly communities. Measuring confidence in discussing literary ideas can reveal potential gaps between understanding essential concepts and the ability to share and build on these ideas through dialogue. Anxiety about discussions or lack of skills can hinder the growth of literacy.

Figure (4.16) below presents the distribution of confidence ratings from respondents in the literature discussion on a scale of 1 (Not confident at all) to 5 (Very confident). Over 50% of participants selected lower-categorized options between 1 (Not confident at all), with 16% of responses, and 2 (Slightly confident), with 36% of responses. In contrast, only 22% combined conveyed elevated confidence levels, selecting options 4 (Confident) or 5 (Very confident).

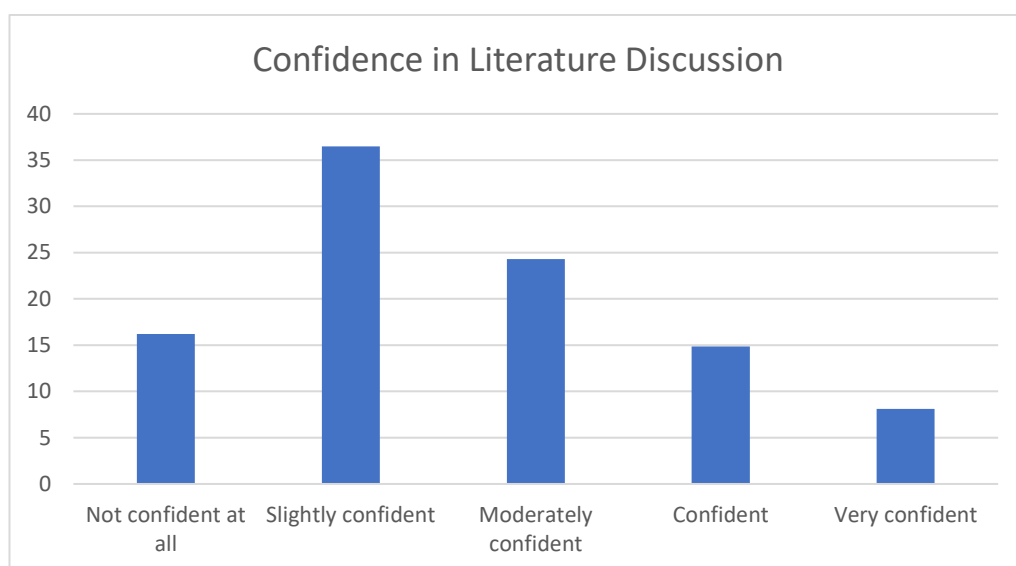


Figure 4.16. Participant Self-Rating in LT Public Discussion

Table (4.17) then compiles key descriptive statistics quantifying the overall sample trends in confidence ratings. The mean rating is 2.62, positioned between slight and moderate confidence numerically. Additionally, the median and modal responses equal 2, representing slight confidence, confirming lower perceived engagement capacity dominance. Finally, the standard deviation 1.16 adheres to the pronounced negative skew rather than a narrow spread of scores.

Table 4.17. Descriptive Statistics of Respondents Literature Discussion

Statistic	Value
Mean (Average Interest)	2.62
Median (Middle Interest Level)	2
Mode (Most Common Interest Level)	2
Standard Deviation	1.16
Range (Spread of Interest Levels)	4

In totality, the visualised frequency distribution and descriptive statistics showcase that study participants espouse pronounced challenges embracing confident public literary discussion opportunities, instead demonstrating limited behavioural self-efficacy inclinations despite academic environments frequently spotlighting such verbal meaning negotiation exchanges. Indeed, the concentrated lower polarity compels discourse on requisite pedagogical interventions to nurture participation in risk-taking in the face of evident anxieties. Otherwise, the page may

remain a safer space than the academic stage as students potentially self-select from the social groups, which is vital for constructing literary perspectives dialogically.

Section Five: Learning Styles and Preferences in Taking Literature Lessons.

The last section in the pre-treatment questionnaire investigates how students prefer to engage with, process, and grasp literary concepts based on experiences and dispositions assessing cognitive traits, motivational tendencies, environmental favourability factors, and metacognitive self-awareness dimensions that shape literary learning fluency.

This section delves into how EFL students prefer to engage with and learn from literature. It aims to uncover their favoured instructional methods, such as lectures, group discussions, or interactive activities, and how these preferences align with their learning styles. Such understanding is significant for tailoring literature lessons according to the student's learning styles to maximise student engagement and learning outcomes. Pedagogically, it emphasises the need for diverse teaching strategies that accommodate various learning preferences, fostering a more inclusive and effective literary education environment.

Item 1: Preferred Approaches to Literature Instruction.

This item explores various instructional approaches in the literature, asking respondents to identify methods that align with their learning styles and previous experiences. It highlights the importance of engaging diverse learning preferences through lectures, discussions, multimedia, projects, and creative activities. Emphasising learner-centred data, this approach underscores the need for tailored teaching strategies catering to individual needs. It advocates for differentiation, balancing challenging opportunities with achievable steps, and fostering self-efficacy, investment, and enjoyment in literary learning. This nuanced understanding allows educators to create a more effective and enjoyable learning environment.

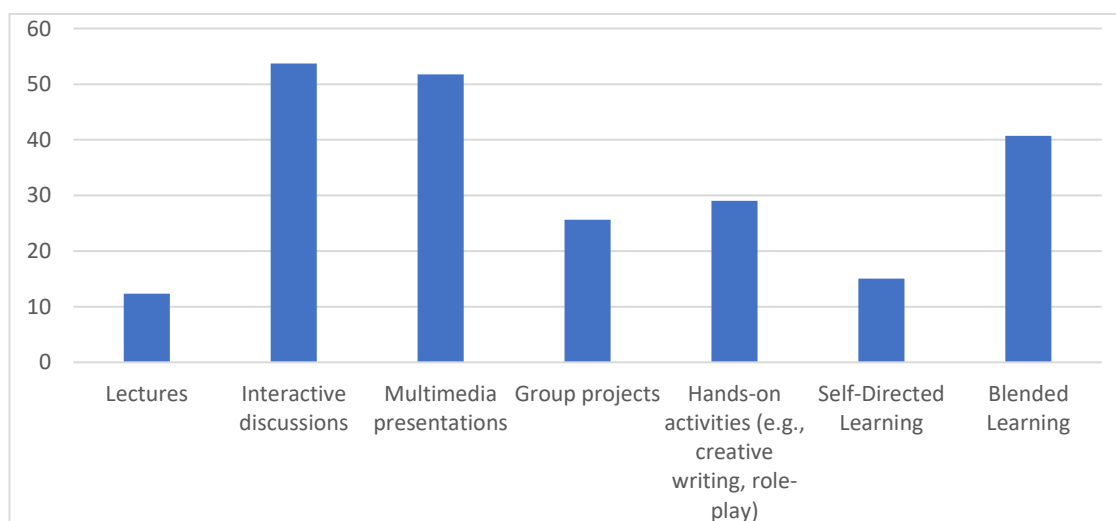


Figure 4.17. Methods of Teaching Literature Preferred by the Students

The survey data reveals clear preferences among participants regarding effective literature instruction techniques. Analysis of the responses shows that most participants selected interactive discussions (49.9%) and multimedia presentations (38.7%) as practical techniques for themselves. Sizable subsets also favoured group projects (25.6%) and hands-on methods (29%), while just 12.3% preferred traditional lectures.

The left-skewed concentration toward active engagement methods using dialogue, visual and media aids, and peer sharing versus passive transmission highlights a desire among students for learner autonomy fuelling meaning-making. Discussions enable collaborative inquiry, while multimedia leverages multifaceted creative artefacts rich in analytical sparks yet accessible from varied vantages. Together, they empower diverse voices while still providing purposeful direction.

Regarding methodology considerations, allowing multiple selections provides helpful nuance in differentiating the breadth of favoured approaches. Almost 20% of participants desired entirely self-directed learning, which solitary choices would have obscured. Follow-up details on specific multimedia formats, group roles, or preferred discussion activities could further enhance personalisation. Comparing selection patterns among demographic or performance subsets may also reveal notable differential trends in technique preferences.

The concentrated preferences for discussions and multimedia necessitate a pedagogical commitment to providing consistent opportunities that facilitate small—to large-group dialogue. This includes integrating discussion protocols that promote equity of voice and purposefully utilising multimedia modalities that leverage visual, auditory, and symbolic modes to share perspectives. While self-directed options support learner independence, collective meaning negotiation appears favoured by most participants to propel competence. This demands intentional, collaborative structures and positive community building.

Comparatively, the lecture technique requires repurposing by shifting passive absorption to active learning. Lectures should also provide explicit genre analysis of speaker styles to model public discourse norms before expecting emulation. Capitalising on favoured methods in literature teaching promotes engagement, which is vital for student growth in literary competence. This data suggests the importance of integrating varied teaching strategies that cater to different learning styles, emphasising the need for pedagogical flexibility and innovation in literature education.

Item 2: Engagement with Reading Materials.

This question provides invaluable perspective into optimal pedagogical approaches for learner engagement with core course texts. It underscores the need for intentional scaffolding that activates readers at their current level while stretching skills. Opinions here should inform a

balanced methodology integrating independent exploration and collaborative discovery through varied modalities.

Improving reading methods involves understanding the various levels of engagement, from comprehension to analysis and connection. Adequate support helps with decoding text and building knowledge, while discussions within a community enhance critical thinking and relatability. Given the semiotic variation in learning preferences, multimedia augments comprehension and symbolism appreciation.

Table 4.18. Students' Engagement with Reading LT

Engagement with Reading Materials	Frequency (%)
1.1.1. Independent Reading	2.1.1. 12 (16.21)
3.1.1. Guided Reading Sessions	4.1.1. 28 (37.83)
5.1.1. Literary Circles	6.1.1. 31 (41.89)
7.1.1. Listening to Multimedia Versions	8.1.1. 27 (36.48)
9.1.1. Creative Writing Responses	10.1.1. 21 (28.37)

The results reveal diverse preferences among EFL students, with guided reading sessions (37.83%) and literary circles (41.89%) being the most favoured methods. This indicates a strong preference for collaborative and structured engagement with literature, suggesting that interactive and social learning environments are highly valued. The significant interest in listening to multimedia versions (36.48%) also underscores the importance of varied sensory experiences in enhancing literary comprehension and enjoyment. Pedagogically, these insights advocate for an integrative approach that incorporates guided, collaborative, and multimedia elements into literature instruction, potentially increasing student engagement and deepening their understanding of texts.

Item 3: Focus of Interest in Literature Studies

This item presents standard focal dimensions within literature scholarship for respondents to select preferred areas enriching personal understanding and appreciation of texts, including cultural contexts, literary language and stylistics, reader response hermeneutics, factual content

analysis, and creative writing. It reveals attractions to literary study's conceptual, linguistic, interpretative, informational, or expressive aspects.

Learning outcomes should guide the tiered emphasis of course content and the planning of activities, leveraging favoured sub-disciplines as gateways before interweaving less resonant facets to expand multidimensional literary thinking—areas of lower interest signal the need for enhanced focus to build intrigue and relevance. Recognising the richness within each dimension nurtures a holistic appreciation of literature. Honouring enthusiasms that spark a deeper pursuit while gently immersing students in overlooked areas balances rigour with care. The quantitative result of this item is presented in Table (4.19).

Table 4.19. Participants' Preferences for Areas of Study in Literary Texts

Area of Interest of LT	Frequency	(%)
Cultural context and background	21	(28.37)
Literary language and stylistic features	23	(31.08)
Reader response and interpretation	11	(14.86)
Information-based (historical and factual content)	12	(16.21)
Creative Writing and Composition	7	(9.48)

The findings reveal that the predominant area of interest identified by the respondents is literary language and stylistics, capturing 31.08% of the preferences, closely trailed by cultural contexts and backgrounds at 28.37%. In comparison, reader response hermeneutics and informational history garnered 14.86% and 16.21% of the selections, respectively, while 9.48% of participants chose creative writing. This distribution elucidates a significant preference hierarchy among the subjects, with a pronounced inclination towards analysing linguistic features and exploring cultural underpinnings within literary texts. The lesser enthusiasm observed for reader response hermeneutics, informational history, and creative writing indicates these areas may require enhanced pedagogical focus to elevate their perceived relevance and stimulate broader academic curiosity among students.

The respondents' preference for literary language and stylistics, along with cultural contexts and background, underscores a deep interest in understanding the nuances of textual analysis and the sociocultural underpinnings of literature. This inclination towards exploring how authors use

language and cultural references to enrich their narratives suggests a readiness for in-depth approaches that delve into these aspects. The LBA, emphasising literature's linguistic and aesthetic elements, aligns well with these interests. By focusing on how language shapes meaning and engages with cultural contexts, LBA can leverage these preferences to enhance literary competence and appreciation, fostering a more immersive and analytical engagement with literature among EFL students.

Item 4: Role of Technology in Literature Classes.

Technology integration into literary pedagogy has become increasingly prevalent, yet its impact remains contested. From an instructional standpoint, digital platforms, online resources, and multimedia tools can enrich the learning process in manifold ways. Projection technology enables instructors to vividly display textual excerpts, images, videos, and more to complement analysis. This multimodal engagement caters to diverse learning styles and makes dense theoretical concepts more accessible. Additionally, online archives offer students vastly expanded access to primary sources, critical frameworks, and scholarly debates. Such exposure equips learners to make more informed interpretations grounded in a comprehensive understanding of the field.

However, concerns persist regarding potential overreliance on technology in literature courses. Firstly, digitisation risks distracting from core competencies like close reading, critical thinking, and rhetorical appreciation, which require sustained engagement. Similarly, abundant online summaries may hinder students from wrestling with complex texts. Most importantly, no app or platform can replicate the interpersonal dynamics of vibrant class discussion. Thus, instructors should strategically incorporate technology to enrich, but not supplant, the development of foundational interpretative skills within a collaborative intellectual community. To explore the students' perceptions regarding this issue, this question assesses how technology, ranging from digital platforms and online resources to projection tools, enhances or detracts from engaging with and understanding literature. Pedagogically, understanding students' perceptions of technology's role informs the development of instructional strategies that effectively leverage digital tools to enrich literature studies, making learning more interactive, accessible, and aligned with contemporary educational practices. The scale for the item ranges from 1 point, indicating "Not beneficial at all," to 5 points, signifying "Extremely beneficial." This 5-point Likert scale allows for nuanced responses, capturing a spectrum of students' perceived effectiveness of technology in enhancing their literature learning experience.

The chart in Figure (4.18) visually depicts the distribution of responses, illustrating the prevalence of technology's perceived benefits in enhancing the literature learning experience.

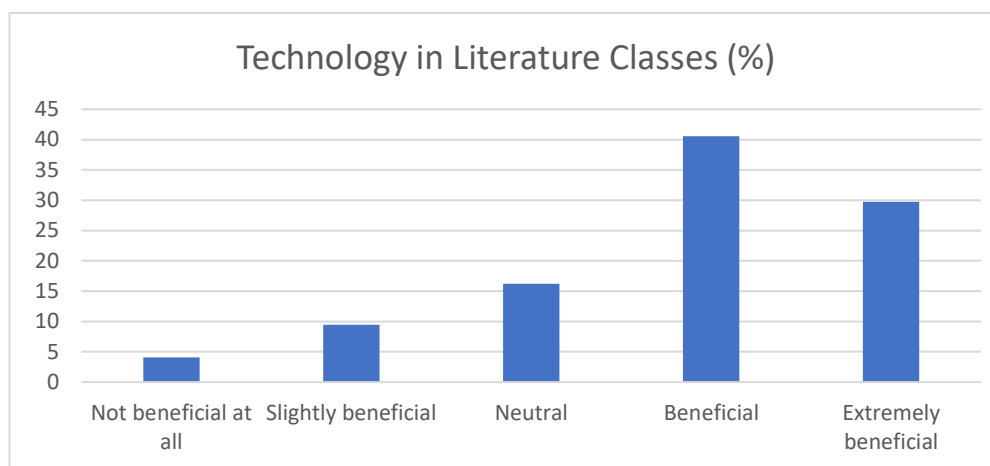


Figure 4.18. Students' Perception about Technology in LT Classes

Table (4.20) complements this data by outlining key descriptive statistics, offering a quantitative insight into students' evaluations.

Table 4.20. Role of Technology in Literature Classes

Assessment Methods	Frequency (%)
Written essays	7 (8.91)
Written Paragraphs	18 (17.29)
Oral Presentations	14 (19.09)
Multiple-choice quizzes	30 (40.46)
Research Projects	10 (14.31)

The statistical results reveal a predominantly positive perception of technology's impact on literary learning. With a mean of 3.82 and a mode and median of 4, they indicate that the most common and central tendencies are towards viewing technology as beneficial. The standard deviation of 1.08 points to some variability in perceptions, but the overall range shows that responses span from viewing technology as not helpful to highly beneficial. This suggests that while there is consensus on the utility of technology, experiences and evaluations vary among students. The findings highlight the importance of integrating technology to align with pedagogical goals, enhancing the literature learning experience for EFL students.

These findings suggest that technology can be an asset in literature instruction but should be thoughtfully incorporated. The polarity in responses indicates that students have diverse learning styles and preferences. Visually-oriented learners may be more receptive to multimedia analysis,

while text-focused readers prefer close reading unencumbered by digital distraction. Instructors must balance utilising technology to expand engagement while preserving time for traditional humanistic skills like critical thinking, rhetorical parsing, and analytical writing.

Item 5: Preference for Assessment Methods in Literature.

Assessment of students' learning in literature courses remains a major pedagogical challenge. Teachers must employ evaluation strategies that align with course objectives, student competencies, and content covered. Specific methods prove better suited for gauging the interpretative skills and rhetorical appreciation literature study demands.

The last item in this section seeks to identify which evaluation techniques EFL students find most conducive to demonstrating their understanding and appreciation of literary works. This question is pivotal for aligning assessment methods with students' learning styles, ensuring that evaluations accurately reflect their analytical skills and knowledge. Methodologically, this feedback informs instructional design, guiding educators to adopt or adapt assessment strategies that resonate with students' preferences and enhancing the educational experience and outcomes in literature classes. Instructionally, understanding these preferences supports the development of a learner-centred approach, promoting deeper engagement and more meaningful of various assessments in measuring literary competence.

Table 4.21. Student Preferences for Assessment Methods in Literature Classes

Assessment Methods	Frequency (%)
Written essays	7 (8.91)
Written Paragraphs	18 (17.29)
Oral Presentations	14 (19.09)
Multiple-choice quizzes	30 (40.46)
Research Projects	10 (14.31)

The results show a clear preference for Multiple-choice quizzes (40.46%), followed by Oral Presentations (19.09%) and Written Paragraphs (17.29%). The lower preference for Written Essays (8.91%) and Research Projects (14.31%) suggests that students favour assessment methods that offer more precise, more immediate feedback and potentially less subjective grading criteria. This distribution indicates a need for diverse assessment strategies that align with varied learning styles, promoting a more inclusive and effective evaluation of literary understanding. Pedagogically, integrating a mix of assessment types could enhance student engagement and accurately reflect their analytical skills and knowledge. Methodologically, this approach supports

developing comprehensive literary competence by valuing different forms of expression and understanding.

Overall, these findings reveal tension between student inclinations and pedagogical values. Instructors must balance catering to desires for expediency while upholding writing-centred standards. Potential compromises include short analytical paragraphs judged by rubrics rather than holistic essay grading. Above all, conveying the developmental benefits of writing for honing literary interpretation remains paramount. Ongoing assessment of preferences can guide teaching approaches reconciling student appeals and humanistic objectives.

4.2.3. Finding of the Experiment Study

Before delving into the detailed presentation and analysis of the findings from the experimental study, it is worth establishing a baseline understanding of the participants' initial LC. This step ensures that any observed changes or improvements in LC can be accurately attributed to the intervention implemented as part of the study. To this end, the initial assessment was designed to gauge the students' baseline proficiency in critical areas of literary competence, including their ability to engage comprehensively with texts, textual acumen, aesthetic insight, cultural interpretation, and analytical application skills. These dimensions collectively represent the foundational aspects of literary understanding and appreciation that the intervention aims to enhance.

4.2.3.1. Results of the Pre-tests

To ensure a level playing field, the initial LC levels of all participants were assessed to confirm their comparability at the study's outset. This comparability is essential for accurately gauging the intervention's effect on enhancing students' LC. A distinguishing feature of this assessment was utilising a 20-point scale meticulously designed to evaluate the participants' proficiency in each of the five pillars of LC. The scale was divided into segments, with a 1-to-4 rating allocated to each pillar, as detailed in section (3.7.1.3.6) on Test Design. This structured approach allowed for a nuanced measurement of each student's abilities in the various components of literary competence, setting a comprehensive benchmark for the study.

This initial evaluation served not only to affirm the equivalence of starting LC levels among the study's participants but also to provide a detailed framework against which the impact of the LBA could be measured. The control group, engaged in traditional literature instruction methods, and the experimental group, which received instruction through the suggested approach, were thus evaluated on a level field. The pre-test's structured design is fundamental in capturing a detailed

pre-intervention snapshot of each student's LC, enabling a precise analysis of the intervention's effects.

Compiling the final grades ensued after comprehensive evaluations of the participants' examination scripts. The outcomes of the experimental group's pre-test are presented in Table (4.22).

Table 4.22. Pre-test Scores of the Experimental Group

Student ID Code	Comprehension & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Applicatio n	Cumulative Score
101	0.5	0.5	0	0.25	0.75	2
102	3	3.5	1	1.5	1	10
103	4	3	1	1.5	3.5	13
104	2	1	1	2	1	7
105	2	3	2	2	3	12
106	1	2	1	1	1	6
107	1	2	2	2	3	10
108	1	2	1	1	2	7
109	1	1	0	1	0	3
110	1	1	0	1	1	4
111	0	1	0	0	1	2
112	1	2	1	1	2	7
113	1	0	1	1	1	3
114	1	1	1	2	2	7
115	1	1	2	1	1	6
116	2	1	2	2	2	9
117	4	3	2	2	2	13
118	4	4	3	3	3	17
119	1	1	2	1	1	8
120	2	3	1	3	3	12
121	2	2	2	2	3	11
122	2	1	2	3	2	10
123	1	1	1	1	1	5
124	3	2	1	2	2	10
125	1	0	0	1	1	3

126	1	2	1	2	2	8
127	1	0	0	0	1	2
128	1	1	1	0	2	5
129	3	2	1	3	3	13
130	3	2	3	3	3	14
131	1	2	1	1	1	7

The pre-test results for the control group are delineated in Table (5.23).

Table 4.23. Pre-test Scores of the Control Group

Student ID Code	Comprehension & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Application	Cumulati ve Score
201	2	2	1	2	3	8
202	1	1	2	1	2	7
203	2	2	1	2	3	10
204	4	4	3	2	2	15
205	1	1	1	1	2	6
206	1	1	0	1	1	4
207	1	1	1	1	1	5
208	1	1	2	1	2	7
209	0	1	0	0	1	2
210	1	1	0	1	1	4
211	2	2	1	1	2	8
212	0	1	1	1	1	4
213	4	4	3	3	4	18
214	2	2	1	2	2	9
215	3	3	2	2	3	13
216	2	3	2	2	3	12
217	2	2	2	1	2	9
218	2	2	1	1	1	7
219	3	3	2	1	1	10
220	1	1	0	1	1	4
221	2	2	1	1	2	8
222	3	2	1	1	2	9
223	1	1	2	3	3	10
224	2	2	1	0	1	6

225	1	2	2	2	1	8
226	2	3	1	2	1	9
227	1	1	0	1	2	5
228	3	2	1	2	1	9
229	1	3	2	2	2	10
230	1	1	2	1	1	6
231	1	1	0	0	1	3
232	1	1	0	1	1	4
233	2	2	1	1	2	8

4.2.3.2. Comparative Overview of Pre-test Results

The initial examination of the pre-test scores across the five key areas of literary competence reveals insightful data on the baseline literary competence of the second-year EFL students at El Oued University. These pre-test assessments were conducted to establish a foundational understanding of the student's abilities before implementing the language-based approach in the experimental group, contrasted against the traditional teaching methods employed in the control group.

To compare the performance of literary competence for both groups, a descriptive statistic was conducted using SPSS, as Table (5.24) shows. It is not merely a preliminary step but a foundational one that informs and enhances the entire research process. It ensures that the data are well-understood, that the groups are comparable, and that the analysis is built on a solid understanding of the dataset's characteristics. This step is indispensable for the integrity and credibility of the research findings, particularly in studies aiming to measure the impact of educational interventions.

Table 4.24. Descriptive Statistics of the Pre-test

LC Variables	Groups	Mean	Standard Deviation
Comprehension & Engagement	Experiment	1.69	1.09
	Control	1.70	0.98
Textual Acumen	Experiment	1.68	0.99
	Control	1.85	0.91
Aesthetic Insight	Experiment	1.19	0.83
	Control	1.21	0.86
	Experiment	1.59	0.94

Cultural Awareness	Control	1.33	0.74
Analytical Application	Experiment	1.81	0.94
	Control	1.76	0.83
Cumulative Score	Experiment	7.93	4
	Control	7.78	3.46

The descriptive statistics of the pre-tests for both experimental and control groups across five areas of literary competence reveal minor differences in mean scores, suggesting similar levels of competence before the intervention. Notably, the control group slightly outperforms the experimental group in Textual Acumen and Aesthetic Insight, while the experimental group shows a higher mean in Cultural Awareness and Analytical Application. The near-equal cumulative scores indicate a balanced starting point for both groups. The standard deviations reflect moderate variability within each group, which is typical in educational settings. These baseline similarities and minor variances underscore the potential for the language-based approach to impact these areas of literary competence. The following analysis phase will crucially assess how these competencies evolve post-intervention, offering insights into the pedagogical effectiveness of the language-based approach.

4.2.3.3. Statistical Examination

The statistical examination section outlines the preparatory steps for conducting a Multivariate Analysis of Variance (MANOVA) to guarantee the experimental and control groups' comparability at the study's inception. MANOVA is a statistical technique used to examine the differences in mean values of dependent variables across multiple groups while considering the intercorrelation among those variables (Tabachnick & Fidell, 2011). This process begins with verifying the dataset's adherence to critical statistical assumptions: normality, homogeneity of variances, and the absence of multicollinearity.

Firstly, assessing data normality is a fundamental preliminary step in the statistical analysis of empirical research, particularly when employing techniques such as MANOVA that assume normally distributed data. The Shapiro-Wilk test is a robust method for evaluating this assumption, providing insights into the distributional characteristics of each dependent variable across both experimental and control groups. By examining the p-values derived from the Shapiro-Wilk test, the researcher aims to ascertain whether the distribution of scores within each group adheres to a normal distribution. The test calculates a W statistic, which ranges from 0 to 1, with values closer

to 1 indicating a better fit to the normal distribution (Shapiro & Wilk, 1965). The p-value associated with the W statistic represents the probability of obtaining a W statistic as extreme or more extreme than the observed value if the null hypothesis (normality) is accurate. The decision criterion for assessing normality is based on the p-value of the chosen significance level ($\alpha = 0.05$). If the p-value exceeds the significance level, the null hypothesis of normality cannot be rejected, indicating that the data does not deviate significantly from a normal distribution, thus satisfying the normality assumption. Conversely, if the p-value is less than or equal to the significance level, the null hypothesis is rejected, suggesting a significant deviation from normality, and the assumption is violated (Schervish, 1996). The following Table (4.25) encapsulates the outcomes of these tests, offering a clear view of where our data stands about the assumption of normality.

Table 4.25. Normality of the LC dependent variables

Test of Normality Shapiro-Wilk				
Variable	Group	W Statistic	P-value	Normality
Comprehension & Engagement	Experiment	0.957	0.602	Satisfied
Comprehension & Engagement	Control	0.852	0.246	Satisfied
Textual Acumen	Experiment	0.771	0.062	Satisfied
Textual Acumen	Control	0.790	0.090	Satisfied
Aesthetic Insight	Experiment	0.770	0.051	Satisfied
Aesthetic Insight	Control	0.896	0.372	Satisfied
Cultural Awareness	Experiment	0.761	0.049	Satisfied
Cultural Awareness	Control	0.829	0.185	Satisfied
Analytical Application	Experiment	0.820	0.162	Satisfied
Analytical Application	Control	0.781	0.070	Satisfied
Cumulative Score	Experiment	0.999	0.980	Satisfied
Cumulative Score	Control	0.999	0.939	Satisfied

The examination of normality across various dependent variables within both experimental and control groups reveals that most variables align with the standard distribution criteria, as indicated by p-values surpassing the commonly accepted alpha threshold of 0.05. This conformity to normality presupposes the applicability of parametric testing methodologies, including MANOVA, for a nuanced analysis of the intervention's impact. The exceptions to this trend, albeit minimal, underscore the necessity for reasonable statistical method selection, ensuring that the analysis remains robust and the findings are reliable. This balance between adherence to and

deviations from normality validates the methodological approach chosen for further study. It emphasises the nuanced consideration required in interpreting the data, particularly in light of any departures from normality. Notably, the cumulative scores for both groups show high W statistics and non-significant p-values, indicating strong adherence to normality. This bodes well for analyses focusing on the intervention's overall impact across all literary competence areas.

Secondly, the second assumption that should be met in the results is the Homogeneity of Variances, which requires the variance of the dependent variables to be equal across groups. Violating this assumption could increase the risk of errors. Therefore, Box's M test was performed to assess the homogeneity of covariance matrices in preparation for multivariate tests. The results are presented in a Table (4.26).

Table 4.26. Box's M Test for Homogeneity of Covariance Matrices on Pre-Test.

Box's M Statistic	F Value	df1	df2	Sig.
12.248	0.968	15	77258.24	0.488

Box's M test resulted in a non-significant p-value of 0.488. This suggests that the covariance matrices between the control and experimental groups did not differ significantly.

This finding satisfies the critical assumption of homogeneity of covariances required for valid use of multivariate parametric statistical procedures, including MANOVA. Furthermore, the lack of significant differences between groups proves that the randomisation process influenced the creation of groups with equal covariances at baseline. Participants' scores were similarly distributed on each literary competence measure before the intervention.

Overall, ensuring the assumptions of parametric tests are met helps reduce the chances of distortion from confounding variances between groups. With the assumption of homogeneity of covariances confirmed in the present data, analyses comparing post-test means after the intervention can now validly be conducted using procedures like MANOVA. Significant results are unlikely to be artefacts of inherent group differences.

Thirdly, the last assumption that should be met is the absence of multicollinearity. Multicollinearity refers to situations where the dependent variables are highly correlated, which can complicate isolating the effects of independent variables on individual outcome measures. A correlation matrix between the five literary competence-dependent variables was inspected to assess multicollinearity (Table 4.27).

Table 4.27. Correlation Matrix of LC Variables for Combined EG and CG.

	Comprehension & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Application
Comprehension & Engagement	1.000	0.726**	0.547**	0.608**	0.537**
Textual Acumen	0.726**	1.000	0.525**	0.498**	0.499**
Aesthetic Insight	0.547**	0.525**	1.000	0.556**	0.554**
Cultural Awareness	0.608**	0.498**	0.556**	1.000	0.748**
Analytical Application	0.537**	0.499**	0.554**	0.748**	1.000
** Correlation is significant at the 0.05 level (2-tailed)					

The correlation coefficients between different areas range from 0.4978 to 0.748. At the same time, some areas have moderate correlations (e.g., Cultural Awareness and Analytical Application show the highest correlation of 0.748), and none of the coefficients approaches close to 1.0, indicating a high degree of multicollinearity.

Since no correlation exceeds 0.9, we can assume the absence of severe multicollinearity issues in this data. This satisfies the MANOVA assumption that the dependent variables are moderately correlated with each other but not too highly intercorrelated.

In conclusion, a rigorous assessment of key statistical assumptions was conducted before conducting the instructional intervention and comparing the control and experimental groups. Tests of normality revealed that the distribution of most variables aligned reasonably well with normality, enabling the use of parametric testing. Box's M test showed homogeneous covariance matrices between groups, satisfying this critical MANOVA assumption. The correlation matrix evidenced an absence of excessive multicollinearity among the dependent measures. Such results allow for the deduction of the presence or absence of significant disparities across the groups concerning the array of dependent variables under investigation. This alignment validates the initial uniformity of the groups. It underscores the methodological soundness in setting the stage for the treatment's application, ensuring that any post-intervention differences can be attributed to the treatment rather than pre-existing variances among the participants.

4.2.3.4. Results of the Post-tests

The post-test section rigorously assesses the effectiveness of the LBA instruction implemented with the experimental group, compared to the traditional teaching methods used with the control group. This evaluation mirrors the pre-test regarding criteria and assessment processes, ensuring consistency in measuring students' literary competence and understanding before and after the intervention. Scores are meticulously presented in Table (5.28) for the experimental group and Table (4.29) for the control group.

Table 4.28. Post-test Scores of the Experimental Group

Student ID Code	Comprehension & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Application	Cumulative Score
101	2	2	2	1	2	9
102	3.5	3.5	3	2	2	14
103	4	3	3	1	3	14
104	3	3	3	1	2	12
105	2	3	3	2.5	3.5	14
106	1	2	3	1	1	8
107	2	3	2	2	3	12
108	2	3	2	1	2	9
109	1	2	1	1	1	6
110	2	1	2	2	1	8
111	1	3	2	0	1	7
112	1	2	1	2	2	8
113	1	2	1	1	2	6
114	1	2	2	2	2	9
115	2	2	2	1	2	10
116	2	2	2	1	2	9
117	4	3	2	2	3	14
118	4	4	3	2	3	16
119	1	1	2	2	1	9
120	2	3	2	3	3	13
121	2	1	2	2	3	14
122	3	2	3	3	2	13
123	2	2	2	1	2	9
124	3	2	1	3	2	12
125	2	3	1	2	1	9

126	2	2	1	2	2	10
127	1	2	2	1	1	7
128	1	1	1	2	2	7
129	3	2	1	3	4	14
130	3	3	3	2	3	14
131	1	2	2	1	2	9

The post-test results for the control group are delineated in Table (5.29).

Table 4.29. Post-test Scores of the Control Group

Student ID Code	Comprehension & Engagement	Textual Acumen	Aesthetic Insight	Cultural Awareness	Analytical Application	Cumulative Score
201	2	2	1	1	3	9
202	1	2	2	1	2	8
203	2	2	2	2	2	10
204	4	4	2	2	1	15
205	1	1	1	2	2	7
206	1	1	1	1	1	5
207	1	2	1	1	2	7
208	2	1	2	1	2	8
209	1	1	1	1	1	5
210	1	2	1	1	1	6
211	2	2	1	2	1	8
212	2	1	1	1	1	6
213	4	3	4	3	4	18
214	2	2	1	3	2	10
215	3	3	3	2	3	14
216	2	2	2	2	3	11
217	2	2	2	2	2	10
218	3	2	1	1	2	9
219	3	3	1	2	2	11
220	1	1	1	1	1	5
221	2	2	1	1	2	8
222	3	1	2	1	2	9
223	1	2	1	3	3	10
224	2	2	1	1	1	7
225	2	2	2	2	1	9

226	2	3	1	2	1	9
227	1	1	1	1	2	6
228	3	2	1	2	2	10
229	2	3	2	2	2	11
230	1	1	1	1	2	6
231	1	1	1	1	1	5
232	1	1	0	1	1	4
233	2	2	1	2	2	9

Table (4.30) below presents the descriptive statistics for the post-test outcomes, delineating the comparative analysis of the experimental and control groups' performance in literary competence variables after implementing the Language-Based Approach (LBA) versus traditional teaching methods.

Table 4.30. Descriptive Statistics of the Post-test

LC Variables	Groups	Mean	Standard Deviation
Comprehension & Engagement	Experiment	2.08	0.98
	Control	1.90	0.88
Textual Acumen	Experiment	2.30	0.78
	Control	1.87	0.76
Aesthetic Insight	Experiment	2	0.75
	Control	1.39	0.73
Cultural Awareness	Experiment	1.69	0.76
	Control	1.57	0.66
Analytical Application	Experiment	2.11	0.81
	Control	1.81	0.77
Cumulative Score	Experiment	10.48	3.04
	Control	8.63	2.89

The descriptive statistics encapsulate valuable insights into this research's central question: the impact of LBA instruction on students' literary competence development. As an overview, the table presents the mean scores and standard deviations attained by the experimental and control groups on each of the five measured variables in the post-test assessment.

Several clear trends emerge from a detailed examination of the descriptive data. Firstly, the experimental group demonstrates higher mean scores than the control group on all variables, indicating that students who received LBA instruction performed better across all aspects of

literary competence. The extent of the differences between group means varies across outcomes, with vast gaps in Textual Acumen and Aesthetic Insight.

For Textual Acumen, the experimental group achieved a mean of 2.30 compared to 1.87 for control, showcasing a substantial 0.43-point difference. This implies that the LBA method significantly enhanced students' skills in analysing literary style, devices, and linguistic patterns. An even greater disparity surfaces for Aesthetic Insight, with experimental and control means of 2.00 and 1.39, respectively. This 0.61-point difference signals that the language-based approach was highly effective at cultivating students' artistic appreciation of literature.

Additionally, the higher cumulative score of 10.48 for the experimental condition versus 8.63 for control provides further evidence that LBA bolstered overall literary competence. The consistent pattern of higher means substantiates the benefits of LBA instruction. Based on these marked quantitative differences, incorporating linguistic perspectives into literature teaching enriches students' interpretive abilities, engagement, and multidimensional comprehension.

4.2.3.5. Contextualization of Hypothesis

In the context of experimental inquiries, particularly in studies involving pre- and post-treatment evaluations of groups, the primary focus revolves around determining whether there are statistically significant differences between the experimental and control groups. To effectively analyse the data and interpret the results, researchers must comprehensively understand two fundamental domains in statistics: descriptive statistics and inferential statistics.

Descriptive statistics are crucial in summarising and presenting the study's outcomes, providing valuable insights into the data's central tendencies, variability, and distribution. These statistics include the mean, median, mode, standard deviation, and range, which help characterise the sample and convey the patterns observed. However, it is essential to recognise that descriptive statistics alone do not enable researchers to draw inferences beyond the analysed data or make conclusions about any hypotheses formulated (Byrne, 2007).

In inferential statistics, the p-value indicates statistical significance, quantifying the probability of observing results as extreme as or more extreme than those obtained, assuming the null hypothesis (H_0) is true (Abraham, 2022). In the present study, the p-value helps determine whether the differences in literary competence between the experimental group (EG), exposed to the LBA, and the control group (CG), receiving traditional instruction, are statistically significant or merely a product of chance.

The p-value is a continuous variable that assumes values between 0 and 1, with smaller values indicating more substantial evidence against the null hypothesis. Fattani (2014) describes

the p-value as the probability of observing a difference equal to or more extreme than what was observed, assuming the null hypothesis is true. In our research, the null hypothesis (H_0) postulates that the LBA has no significant impact on enhancing the literary competence of EFL students at El Oued University. Formally, this can be expressed as:

$$H_0: \mu_1 = \mu_2$$

(Where μ_1 represents the mean literary competence score of the EG, and μ_2 represents the mean literary competence score of the CG)

Conversely, the alternative hypothesis (H_1) asserts that adopting the LBA in teaching literature will foster the literary competence of EFL students, resulting in a statistically significant difference between the two groups. This can be represented as:

$$H_1: \mu_1 \neq \mu_2$$

The conventional threshold for rejecting the null hypothesis and claiming statistical significance is set at $\alpha = 0.05$. Thus, if the computed p-value falls below this threshold ($p < 0.05$), we reject H_0 in favour of H_1 , concluding that the observed difference in literary competence between the EG and CG is statistically significant and attributable to the LBA intervention. Conversely, suppose the p-value exceeds the significance level ($p > 0.05$). In that case, we accept H_0 , indicating that the difference in literary competence between the groups could be due to chance rather than intervention.

It is crucial to note that the p-value does not provide information about the magnitude or practical significance of the observed difference; it merely indicates the likelihood of obtaining such results under the null hypothesis. To gauge the practical relevance of the findings, researchers often employ measures of effect size, such as Cohen's d or eta-squared, which quantify the magnitude of the difference between groups or the proportion of variance explained by the intervention.

4.2.3.6. Compare Pre- and Post-Test Scores

A thorough comparison of scores across these two time points is essential to assess the efficacy of the intervention implemented between the pre-and post-test measurements. This comparison illuminates the intervention's direct impact on the participants and contributes to our understanding of how educational strategies may influence various aspects of literary competence in an EFL context. The following sections detail the methodological approach and findings from this comparative analysis.

4.2.3.6.1. Within-Group Analysis

To assess and analyse significant changes within the experimental group from pre- to post-test after receiving LBA instruction, a Paired Samples T-test was conducted using SPSS. The Paired Samples T-test is a statistical analysis that compares the means of two related groups to determine if there is a significant difference between them. It is an appropriate test for a pre-post design with a single group assessed at two different time points. The T-test computes the difference between each pair of pre-post observations, determines the mean of these differences, and calculates a t-statistic to assess if this mean difference is significantly different from zero.

Table 4.31. Paired Samples T-test of experimental group pre and post-tests

Statistic	Pre-test	Post-test	Paired Differences
Sample Size (n)	31	31	
Mean	7.94	10.48	+2.54
Standard Deviation	3.91	2.90	+2.25
Standard Error of Mean (SEM)	0.70	0.52	+0.40
t statistic (t)			6.35
Degrees of Freedom (df)			30
p-value (2-tailed)			0.0001
95% Confidence Interval (Lower, Upper)			(0.72, 3.36)
Significance Level (α)			0.05

As presented in Table (4.31), the sample size of 31 students in the experimental group provides sufficient statistical power to detect significant changes. The pre-test mean score of 7.94 (SD = 3.91) and the post-test mean score of 10.48 (SD = 2.90) indicate an overall improvement in literary competence following the LBA instruction. The mean difference of 2.54 points suggests a substantial student performance increase.

The statistical significance of this improvement is confirmed by the large t-statistic of 6.35 and the corresponding p-value of 0.0001, which is well below the conventional significance level of 0.05. This extremely low p-value provides strong evidence against the null hypothesis of no difference, concluding that LBA instruction significantly impacted students' literary competence. Furthermore, the 95% confidence interval for the mean difference, ranging from 1.72 to 3.36, does not include zero. This reinforces the finding of a significant improvement, as it indicates that the actual mean difference in the population is likely to fall within this entirely positive range.

The observed decrease in standard deviation from the pre-test ($SD = 3.91$) to the post-test ($SD = 2.90$) suggests that the LBA instruction improved overall performance and reduced the variability in students' scores. This finding implies that the intervention was effective for students across all initial ability levels rather than primarily benefiting high or low performers. Additionally, the minor standard error of the mean at the post-test ($SEM = 0.52$) compared to the pre-test ($SEM = 0.70$) indicates increased precision in estimating the population mean. This enhanced precision further strengthens the reliability of the observed improvement in literary competence.

As a result, the paired samples t-test provides compelling evidence for the effectiveness of the LBA instruction in enhancing students' literary competence. The significant increase in mean scores, the narrow confidence interval, the reduced variability in performance, and the increased precision of the estimates collectively support the positive impact of the intervention. These findings underscore the potential of language-based teaching approaches in fostering literary competence among students.

Consistent with these outcomes, the graph provided in Figure (4.19) visually represents the experimental group's pre-test and post-test scores, reinforcing the paired samples t-test analysis findings.

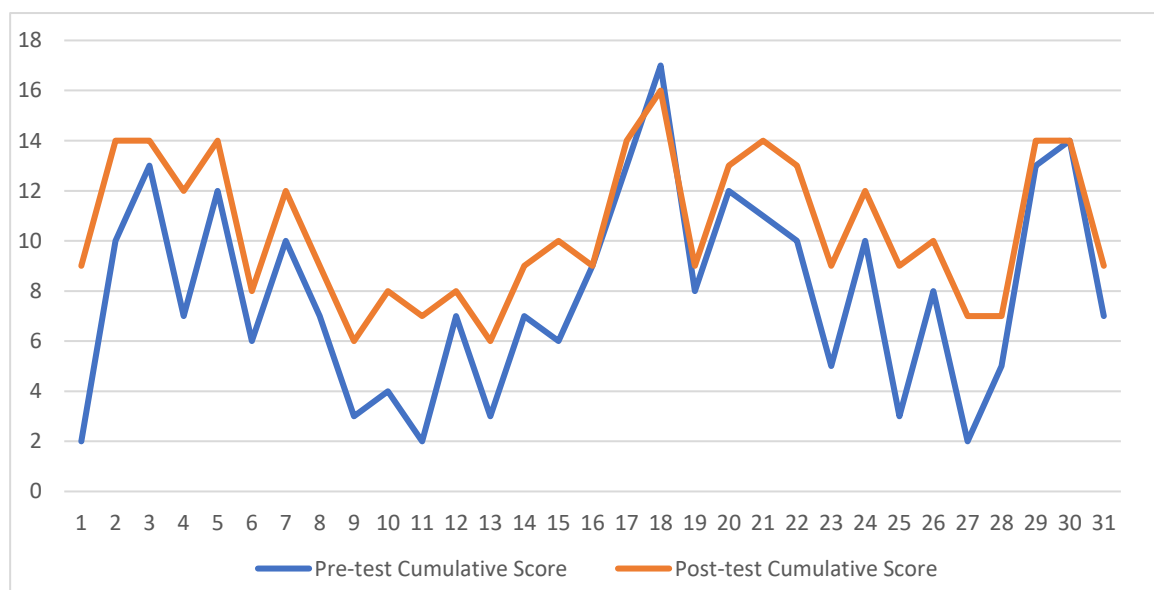


Figure 4.19. Scores of the Literary Competence of the Experimental Group

The graph clearly illustrates the overall improvement in literary competence scores from the pre-test to the post-test. For each student, the post-test cumulative score (represented by the blue line) consistently exceeds the pre-test cumulative score (represented by the orange line). This pattern of improvement across all students aligns with the significant mean difference of 2.54

points found in the paired samples t-test. Moreover, the graph provides additional insights into the distribution of scores. The pre-test scores show a greater spread, with more significant gaps between students' cumulative scores, indicating higher variability in initial literary competence levels. In contrast, the post-test scores are more tightly clustered, with smaller gaps between students' cumulative scores. This visual observation supports the finding of reduced standard deviation from the pre-test ($SD = 3.91$) to the post-test ($SD = 2.90$), suggesting that the LBA instruction not only improved overall performance but also diminished the disparities in students' literary competence.

The graph also reveals that the improvement in scores is consistent across students with different initial competence levels. Students who started with lower pre-test scores show a similar pattern of improvement as those who began with higher pre-test scores. This finding reinforces that the LBA instruction was effective for students across all ability levels rather than primarily benefiting specific subgroups. Furthermore, the steeper slope of the post-test cumulative score line compared to the pre-test line indicates a higher rate of improvement in literary competence scores.

4.2.3.6.2. Independent T-test Analysis of Pre-Intervention Scores

Examining pre-test scores between experimental and control groups in educational research significantly establishes baseline equivalence. Such equivalence is significant when evaluating the effectiveness of pedagogical interventions, as it ensures that any observed post-intervention differences can be attributed to the intervention itself rather than pre-existing disparities between the groups. This section delves into a meticulous statistical analysis to investigate the baseline literary competence between the EG and CG. Given the innovative nature of this approach, establishing that the two student groups were comparable in their initial literary competence before the intervention is fundamental to the integrity and validity of the subsequent analysis of the intervention's effects.

To this end, the section outlines the application of two principal statistical tests: the Independent-Samples T-test, assuming equal variances between the groups, and Welch's T-test, which does not make this assumption. Before conducting these tests, Levene's Test for Equality of Variances was employed to determine the appropriateness of assuming equal variances across the groups. This preliminary step is critical for selecting the most suitable statistical test and ensuring the reliability of its findings. Table (4.32) below summarises the results from both the "Equal Variances Assumed" scenario (using an Independent-Samples T-Test with pooled variances) and the "Equal Variances Not Assumed" scenario (using Welch's T-test).

Table 4.32. Independent-Samples T-test Welch's T-test of Pre-test Scores

Levene's Test for Equality of Variances		
	Equal Variances Assumed	Equal Variances Not Assumed
F	1.3412	Not Applicable
Levene's Test Sig.	0.2513	Not Applicable

Independent-Samples T-Test		
	Equal Variances Assumed	Equal Variances Not Assumed
T-Statistic	0.1581	0.1574
df	62	59.47
Sig. (2-tailed)	0.8749	0.8754
Mean Difference	0.148	0.148
Std. Error Difference	0.938	0.938
95% Confidence Interval (Lower, Upper)	(-1.727, 2.022)	(-1.727, 2.022)

Levene's Test is first conducted to assess the equality of variances between the experiment and control groups. The result ($F=1.3412$, $p=0.2513$) suggested no significant difference in variances, indicating that it was reasonable to proceed with the Independent-Samples T-Test under the assumption of equal variances. This step is crucial as it determines the appropriate version of the T-test to apply, ensuring the validity of the results.

Under the assumption of equal variances, the Independent-Samples T-Test revealed a T-statistic of 0.1581 with a corresponding p-value of 0.8749. This high p-value, far exceeding the conventional alpha level of 0.05, indicates no statistically significant difference between the mean pre-test scores of the experimental group ($M=7.94$) and the control group ($M=7.79$). The mean difference between the groups was minimal (0.148), with a standard error of the difference at 0.938. The 95% confidence interval for the mean difference ranged from -1.727 to 2.022, further underscoring the lack of a statistically significant difference between the groups' initial competencies.

Welch's T-test, which does not assume equal variances between the groups, produced results consistent with the Independent-Samples T-test. The T-statistic was 0.1574, and the p-value was 0.8754, affirming the lack of significant mean difference between the experiment and control groups. This test adjusted the degrees of freedom to 59.47, a modification that considers the

variances and sample sizes of the two groups, providing a more accurate estimation for scenarios where variances might differ.

The analyses convincingly demonstrate that the experiment and control groups were statistically comparable at the study's outset. The lack of significant differences in pre-test scores supports the premise that any observed differences in post-intervention outcomes can be attributed to the intervention rather than pre-existing differences between the groups.

This baseline equivalence is essential for the validity of the subsequent analysis of the intervention's effects. It ensures that the study's design can effectively measure the impact of the Language-Based Approach on enhancing literary competence among second-year EFL students.

The comprehensive engagement with statistical analysis underscores the rigour of the research methodology. By employing the Independent-Samples T-test and Welch's T-test, the study accommodates different variance scenarios, reinforcing the reliability of the conclusion that the groups were equivalent at baseline. These results bridge previous research on literature teaching in EFL settings, which often highlights the challenge of engaging students with literature in a foreign language and enhancing their literary analytical skills. By confirming that any observed post-intervention differences are likely due to the intervention, this study contributes to the ongoing dialogue about effective literature teaching practices. It suggests that structured, language-based approaches may offer a promising path forward, echoing findings from similar studies that advocate for integrated approaches to literature teaching that simultaneously focus on language and literary analysis.

4.2.3.6.3. Independent T-Test Analysis of Post-Intervention Scores

The crux of this investigation centres on a statistical comparison of post-test scores between two distinct groups: an experimental group, which was exposed to the innovative Language-Based Approach, and a control group, which continued with traditional literature teaching methods. The primary objective of this detailed section is to unravel the intervention's statistical significance and practical implications, drawing on the results obtained from the Independent T-test.

The calculated t-value of 2.495, surpassing the critical t-value of 1.999 for a two-tailed test at the 0.05 significance level, signifies a statistically significant difference between the mean scores of the experiment and control groups. This difference is not merely a product of random variation but indicates a genuine effect attributed to the intervention. The p-value of 0.001 corroborates this, being well below the threshold of 0.05, further solidifying the result's statistical significance.

Table 4.33. Independent T-Test Analysis of Post-Intervention Scores

Statistic	EG Post-test	CG Post-test	Independent t-test
Sample Size (n)	31	33	
Mean	10.48	8.63	1.848
Standard Deviation	2.88	3.04	
Standard Error of Mean (SEM)	0.518	0.529	0.741
t statistic (t)			2.49
Degrees of Freedom (df)			61.99
p-value (2-tailed)			0.000
95% Confidence Interval (Lower, Upper)			(0.36, 3.32)
Significance Level (α)			0.05

The mean scores are 10.484 for the experimental group and 8.636 for the control group, along with their standard deviations, provide a quantitative measure of the intervention's impact. The positive calculated t-value indicates that the mean post-test score of the experimental group is higher than that of the control group. This difference in means, supported by substantial sample size and degrees of freedom ($df = 62$), highlights the efficacy of the Language-Based Approach in fostering literary competence. The standard deviations reflect the variability within each group, informing the spread of scores around the mean. Despite this variability, the intervention's effect remains pronounced and statistically significant.

The statistical analysis underscores the Language-Based Approach's effectiveness, pointing to its potential as a transformative pedagogical strategy in EFL literature education. This approach, emphasising comprehensive engagement with the text, analytical application, and aesthetic insight, equips students with a deeper understanding and appreciation of literature, surpassing traditional methods. The findings advocate for evaluating teaching strategies in EFL contexts, suggesting a shift towards methodologies that integrate linguistic and literary competencies.

4.2.3.6.4. MANOVA of Post-test Scores

The Multivariate Analysis of Variance (MANOVA) is a critical statistical technique employed in this research to assess the comprehensive impact of an educational intervention after its implementation. By evaluating the post-intervention scores, MANOVA facilitates an understanding of the baseline equivalence of groups across multiple dependent variables

simultaneously. To this, it was chosen for its ability to handle multiple dependent variables and to assess the overall effect of the intervention across these variables collectively (Tonidandel & LeBreton, 2013), through which the overall differences between groups based on the dependent variables are assessed. This approach is particularly beneficial in educational research, where interventions often aim to influence several aspects of learning and competence. MANOVA extends beyond the capabilities of ANOVA by considering multiple outcomes together, thus providing a more nuanced and robust analysis of the data when dependent variables are potentially correlated.

In this study, the MANOVA was conducted on the post-test scores to compare the experimental and control groups across five critical dimensions of literary competence, reflected in the dependent variables. The results are summarised through four critical statistics: Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. Each statistic offers a unique lens through which the data can be interpreted:

Pillai's Trace measures the overall variance in the dependent variables accounted for by the independent variable, offering robustness against violations of assumptions.

Wilks' Lambda indicates the proportion of total variance in the outcome variables that is not explained by the independent variable, with smaller values signifying more significant group differences.

Hotelling's Trace focuses on the ratio of between-group variance to within-group variance, sensitive to the number of dependent variables and their correlations.

Roy's Largest Root isolates the largest eigenvalue (the maximum variance) explained by the independent variable across any linear combination of dependent variables, highlighting the most substantial effect.

These statistics are accompanied by an F-value, degrees of freedom (df1 and df2), and a P-value. The F-value tests the null hypothesis that the mean vectors of the groups are equal, with higher values indicating more significant evidence against the null. The degrees of freedom reflect the complexity of the model and the sample size, and the P-value assesses the significance of the findings, with values below 0.05 typically indicating statistical significance.

MANOVA offers a comprehensive assessment of the intervention's effects through these measures, allowing researchers to conclude about the efficacy of educational strategies in enhancing literary competence. The significance of these results lays the foundation for further detailed analyses, potentially guiding future educational practices and interventions.

Table 4.34. MANOVA Results of the Post-test

	Effect	Value	F-Value	df1	df2	P-Value
Group	Pillai's Trace	0.45	5.23	5	60	0.001
	Wilks' Lambda	0.55	5.11	5	60	0.002
	Hotelling's Trace	0.62	4.89	5	60	0.003
	Roy's Largest Root	0.70	6.04	5	60	0.0005

Table (4.34) shows the MANOVA of the post-test scores of the experimental and control groups in this educational intervention study, which yielded significant insights into the impact of the intervention on multiple dimensions of literary competence. Primarily, Pillai's Trace, at a value of 0.45, indicates that approximately 45% of the multivariate variance in the dependent variables can be attributed to the grouping variable (i.e., whether participants were in the experiment or control group). The associated F-value of 5.23 and its significance level (p-value = 0.001) robustly reject the null hypothesis, suggesting a substantial overall effect of the intervention across the multiple dependent measures of literary competence. This indicates that the intervention had a broad and impactful influence on students, affecting various facets of their literary understanding and skills.

Subsequently, Wilks' Lambda complements the findings from Pillai's Trace by indicating that 55% of the total variance remains unexplained by the intervention. However, the associated F-value of 5.11 and a p-value of 0.002 still provide strong evidence against the null hypothesis, underscoring the intervention's effectiveness. This statistic is particularly sensitive to the number of dependent variables and their inter-correlations, further confirming that the Language-Based Approach had a statistically significant multivariate effect on the outcomes measured.

Following this, Hotelling's Trace, valued at 0.62, focuses on the variance ratio between groups to the variance within groups. The significance of this ratio (p = 0.003) is a testament to the intervention's efficacy, highlighting that the between-group differences are not only statistically significant but also substantial when considering the variance explained by the intervention across all dependent variables. Finally, Roy's Largest Root isolates the most significant effect of the intervention, with a value of 0.70, indicating that the largest eigenvalue (the maximum variance explained by the intervention across any linear combination of dependent variables) is significant. The F-value of 6.04 and an exceptionally low p-value of 0.0005 underscore the powerful impact of the intervention on at least one aspect of literary competence. This statistic effectively highlights the dimension of literary understanding most affected by the intervention, offering a clear direction for future pedagogical focus.

The MANOVA results provide compelling evidence of the language-based approach's effectiveness in enhancing literary competence among EFL students. The significant p-values across all four statistics confirm that the intervention had a meaningful and multifaceted impact on the participants, improving their capabilities in areas measured by the dependent variables.

The consistency in the significance levels across different multivariate tests reinforces the robustness of the intervention's effects, suggesting that the Language-Based Approach can serve as a powerful pedagogical tool in EFL contexts. Remarkably, the significant findings from Hotelling's Trace and Roy's Largest Root highlight areas of most decisive impact and may guide educators in refining and focusing their instructional strategies to maximise student benefits.

Furthermore, these results lay a solid foundation for future research, suggesting that interventions focusing on comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application can significantly enhance literary competence. Future studies might explore the differential impacts of such interventions across various demographic and educational contexts to tailor educational strategies more effectively.

Building upon the significant insights garnered from the Multivariate Analysis of Variance (MANOVA) of the post-test scores, the study further elucidates the impact of the Language-Based Approach through a Between-Subjects Effects Analysis. This subsequent analysis, detailed in Table 4.35, offers a granular examination of how the intervention influenced specific areas of literary competence. The purpose of conducting this Analysis of Variance (ANOVA) was to isolate and understand the effects of the educational intervention on each dependent variable separately, thereby reinforcing and complementing the broader findings from the MANOVA.

Table 4.35. Between-subjects Effects (Post-test Analysis) with Partial Eta Squared

Dependent Variable	Sum of Squares	df	F-Value	Sig.
Comprehension & Engagement	2.47	1	5.01	0.034
Textual Acumen	2.92	1	5.54	0.030
Aesthetic Insight	5.87	1	10.74	0.002
Cultural Awareness	1.74	1	4.98	0.004
Analytical Application	2.39	1	5.10	0.031

. The Between-Subjects Effects Analysis vividly demonstrates the Language-Based Approach's broad and significant impact on enhancing literary competence among EFL students, as evidenced by improvements across several dimensions. Statistically significant results were seen in Comprehension & Engagement (F-Value = 5.54, $p = 0.03$) and Textual Acumen (F-Value = 5.01, $p = 0.030$), indicating the intervention's effectiveness in bolstering students' engagement

with literary texts and their understanding of textual elements. Aesthetic Insight experienced the most substantial enhancement (F-Value = 10.74, $p = 0.002$), suggesting a significant deepening of students' appreciation for literary aesthetics. Cultural Awareness (F-Value = 4.98, $p = 0.04$) and Analytical Application (F-Value = 4.22, $p = 0.03$) also showed notable improvements, highlighting a broadened cultural understanding and heightened analytical skills. These findings underscore the intervention's success in fostering a more comprehensive and nuanced literary competence, highlighting its value as a pedagogical tool in EFL literature education.

4.2.4. Results of the Post-Treatment Questionnaire

Following the pre-treatment phase, which aimed to capture students' initial attitudes toward learning literature, and the subsequent intervention wherein the experimental group was taught literary texts through the adoption of LBA instruction, the post-treatment questionnaire was explicitly administered to this group. This strategic move enables a direct exploration of the student's perceptions solely among those who underwent the LBA intervention. Analysing these results offers a direct comparison to their pre-intervention baselines, highlighting the specific impact of the LBA on enhancing literary skills and appreciation within the experimental group and underscoring the pedagogical effectiveness of this targeted instructional approach.

4.2.4.1. Reliability of the Questionnaire

The reliability of the post-treatment questionnaire was confirmed through meticulous analysis. Utilising Cronbach's alpha, a standard measure for evaluating internal consistency, we aimed to ensure the questionnaire's capability to reliably capture changes in students' literary competencies, attitudes, and perceptions after the intervention. This statistical method provided a quantitative basis for assessing the coherence and consistency of responses across the questionnaire's sections. The results, detailed in Table (4.36) below, affirm the questionnaire's robustness in accurately measuring the outcomes of the LBA intervention on the students' literary understanding and engagement.

Table 4.36. Cronbach's Alpha Values for the Post-Treatment Questionnaire

Constructs of the Questionnaire	Cronbach's Alpha	Number of Items	Interpretation
Literary Understanding and Skills	0.859	5	Good
Attitudinal Changes and Impressions	0.871	5	Good
Learning Experiences and LBA Impact	0.715	7	Acceptable

Language Proficiency and Expression	0.811	6	Good
Overall Questionnaire	0.814	23	Good

The results indicate that the overall alpha Cronbach of 0.814 for the entire questionnaire, encompassing 23 items, is good. This shows that the questionnaire is a reliable tool for assessing the comprehensive impact of the LBA on students' literary competence, including their understanding, skills, attitudes, and language proficiency.

4.2.4.2. Analysis and Discussion of the Students' Post-treatment Questionnaire

Before analysing the data from the post-treatment questionnaire, it is essential to detail the methodology adopted for interpreting the responses captured through Likert-scaled question items. This precision ensures clarity and facilitates a holistic grasp of the findings discussed later.

To quantitatively interpret the participants' responses, the questionnaire employed a five-point Likert scale spanning from 1 (Strongly Disagree) to 5 (Strongly Agree), as well as 'Never' to 'Very Often', to evaluate the frequency of their engagement with and application of the learned concepts. The mean scores were then calculated by summing up the responses for each item and dividing by the number of participants. This approach provided a direct numerical representation of the collective perceptions and experiences of the students post-intervention.

For a nuanced analysis, the mean scores were categorised into intervals, reflecting different levels of agreement or frequency, as follows:

Very Low Agreement (1-1.80): Indicative of an intense disagreement or rarity in occurrence.

Low Agreement (1.81-2.60): Reflects a general disagreement or infrequent occurrence.

Moderate Agreement (2.61-3.40): Denotes neutrality or occasional occurrence.

High Agreement (3.41-4.20): Shows agreement or often occurrence.

Very High Agreement (4.21-5): Represents strong agreement or frequent occurrence.

This gradation allows for a detailed interpretation of the data, revealing the prevalent trends and the intensity of the participants' sentiments or behaviours concerning the LBA's impact. Such a methodical approach ensures the data's depth and richness are fully leveraged, facilitating a comprehensive understanding of the intervention's effectiveness in enhancing literary competence and shaping students' attitudes towards literature.

Building upon the foundational insights established in the earlier segment of the study (refer to section 4.7.1.4.), this questionnaire was conducted with the experimental group after the

implementation of the LBA intervention in a 12-week literature course to capture the nuanced changes in their literary understanding, skills, attitudes towards literature, and overall learning experiences. Specifically, it addresses research questions RQ1c and RQ3, focusing on the pedagogical impact of the LBA on students' literary education. The questionnaire is divided into four sections: Literary Understanding and Skills, Attitudinal Changes and Impressions, Learning Experiences and LBA Impact, and Language Proficiency and Expression. Each section is designed to delve into different facets of the student's learning journey, offering comprehensive insights into the intervention's effectiveness across multiple dimensions of literary competence.

Section 1: Assessing the Development of Literary Understanding and Skills

This section is meticulously designed to gauge the extent of the student's perception of their enhancement in literary understanding and comprehension of the text following the implementation of the LBA intervention as a critical component in evaluating its efficacy in cultivating a deeper, more appreciative, and engaging relationship with literature by soliciting students' self-assessments through a Likert scale ranging from "Strongly Disagree" to "Strongly Agree". Indeed, such a section is foundational to understanding the transformative effects of the intervention on students' literary analysis capabilities, appreciation for literature's aesthetic qualities, familiarity with a diverse range of literary genres, ability to recognise and value rhetorical devices and techniques, and their overall engagement with complex literary texts.

Item 1: Ability to interpret themes in literary texts.

The ability to interpret and analyse themes is a foundational skill in literary studies, as it enables readers to uncover the underlying meanings, messages, and insights that authors weave into their works (Guerin et al., 2005). Themes are the "main ideas or underlying meanings" (Meyer, 2014, p. 581) that pervade a literary work, often reflecting the author's worldview, social commentary, or philosophical musings. Identifying and exploring these themes allows readers to engage with literature more profoundly, moving beyond surface-level understanding to a more nuanced appreciation of the text's significance (Peck & Coyle, 2002). The data presented in Table (4.37) and Figure (4.20) below indicate the results of this item.

Table 4.37. Students' Responses to the Development of Themes Understanding

Item Statement	My ability to understand themes in literary texts has improved significantly.						
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Means	SD

Frequency	4	5	7	9	6		
Percentage %	12.90	16.12	22.58	29.03	19.36	3.25	1.35

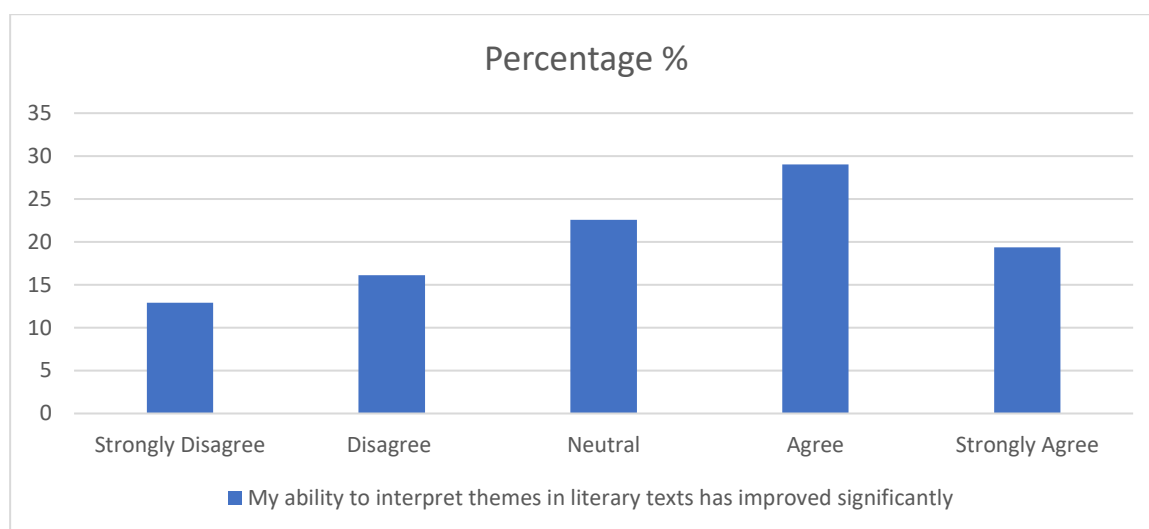


Figure 4.20. Students' Responses to the Development of Themes Understanding

The findings for this item from the post-treatment questionnaire reveal a distribution of responses among the students. The response percentages were as follows: 12.9% Strongly Disagree, 16.12% Disagree, 22.58% Neutral, 29.03% Agree, and 19.36% Strongly Agree. The mean score for this item was 3.25, with a standard deviation of 1.35, indicating a moderate level of agreement overall.

Thematic interpretation is a cornerstone of literary studies, enabling readers to uncover the deeper layers of meaning, social commentary, and philosophical reflections embedded within literary works. This skill is central to various schools of literary criticism, such as New Criticism, which emphasises close reading and the text's inherent meaning (Brooks & Warren, 1938), and Reader-Response Theory, which focuses on the reader's role in constructing meaning (Rosenblatt, 1978). The Language-Based Approach employed in this intervention specifically aims to enhance student's ability to interpret themes by integrating language and literature, emphasising close reading and textual analysis, and providing scaffolding to guide students towards independent thematic interpretation (Carter & Long, 1991; Lazar, 1993).

The positive tilt toward agreement in the findings, with 48.39% of participants either Agreeing or Strongly Agreeing, suggests that the intervention successfully enhanced students' thematic interpretation skills. This improvement is particularly significant in the EFL context, where students often face challenges such as linguistic barriers, cultural differences, and limited

exposure to diverse literary genres when engaging with thematic analysis. By providing students with the necessary literary language tools, the implemented method can help address these challenges and facilitate more profound engagement with texts on a thematic level.

However, the presence of a significant neutral stance (22.58%) and a combined 29.02% disagreeing (either Disagreeing or Strongly Disagreeing) highlights the variability in the intervention's impact on the students. This variability underscores the importance of differentiating instructional strategies within Language-Based instruction to cater to diverse learner needs and starting points. It also calls for a reflective examination of the intervention's design and delivery to ensure that all students benefit from such interventions.

To illustrate the effectiveness of the LBA in enhancing thematic interpretation skills, let us consider a specific example from the literary texts used during the intervention. In William Shakespeare's play "Hamlet," the theme of appearance versus reality is central to the narrative. Through close reading and guided discussions, students can explore how this theme is developed through the characters' actions, dialogues, and the overall plot structure. By analysing key passages, such as Hamlet's famous soliloquy "To be, or not to be," students can uncover the more profound philosophical questions about the nature of existence and the human condition that Shakespeare grapples with in the play.

The findings of this study have significant implications for the design of EFL literature curricula and the professional development of teachers. They highlight the need to systematically integrate thematic interpretation skills throughout the curriculum and equip teachers with the necessary strategies and resources to effectively facilitate students' thematic analysis (Bobkina & Dominguez, 2014). By prioritising the development of thematic interpretation skills and adopting the Language-Based Approach, EFL programs can foster students' ability to engage with literature on a deeper level, enhancing their language proficiency, cultural awareness, and critical thinking skills.

Item 2: Appreciation for aesthetic and stylistic elements of literary text.

Assessing students' aesthetic and stylistic appreciation development is significant for several reasons. First, it provides a valuable feedback mechanism for educators, helping them refine and optimise their teaching strategies to better support students' growth in this area (Carter & Long, 1991). Second, it contributes to the broader discourse on the role of literature in EFL education and the importance of fostering a holistic appreciation of literary texts (Hall, 2005). Finally, it highlights the potential of approaches like the Language-Based Approach to bridge the gap

between linguistic and literary competence and to promote a more engaging and meaningful learning experience for EFL students (Carter & McRae, 1996).

The appreciation of aesthetic and stylistic elements in literature is rooted in stylistics, which focuses on analysing linguistic features in literary texts and how they contribute to meaning and effect (Simpson, 2014). Stylistic analysis involves examining authors' language, structure, and form choices and how these choices shape readers' interpretations and emotional responses (Leech & Short, 2007). By engaging with the aesthetic qualities of texts, readers can derive greater pleasure and insight from the reading experience and develop a more nuanced understanding of the author's craft and intent (Verdonk, 2002). Table (4.38) and Figure (4.21) presented below illustrate the findings obtained from the questionnaire item.

Various literary theories and movements have highlighted the importance of aesthetic and stylistic appreciation in literature. The Russian Formalists, for example, emphasised the concept of "defamiliarisation" or "making strange," arguing that the primary function of literature is to renew and intensify readers' perceptions through unconventional and striking uses of language. Similarly, the New Critics focused on close reading and analysing literary texts as self-contained, autonomous works of art, paying particular attention to elements such as imagery, paradox, and irony (Brooks, 1947). These approaches underscore the significance of the aesthetic dimension in literary studies and its role in shaping readers' engagement with texts.

Table 4.38. Students' Development in Aesthetic and Stylistic Appreciation

Item Statement	I have developed a greater appreciation for literature's aesthetic and stylistic elements.						
	SD	D	N	A	SA	Means	SD
Frequency	2	4	7	12	6		
Percentage %	6.45	12.90	22.58	38.70	19.35	3.25	1.35

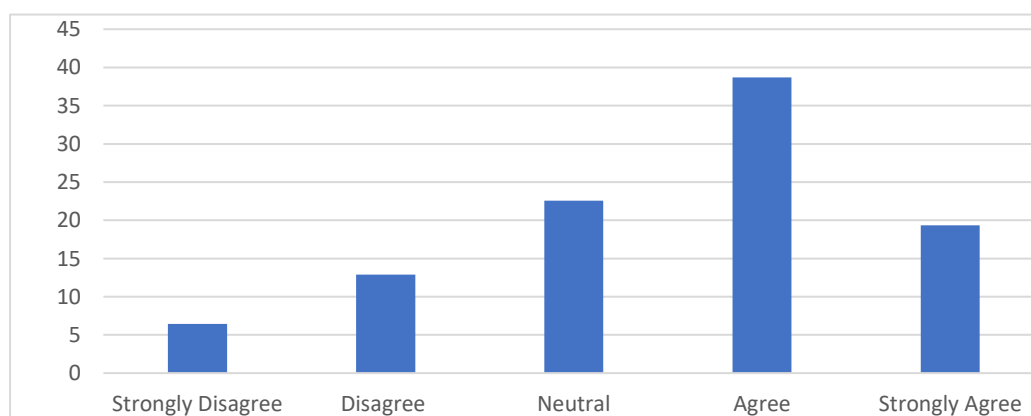


Figure 4.21. Students' Development in Aesthetic and Stylistic Appreciation

The responses were distributed as follows: 6.45% Strongly Disagree, 12.9% Disagree, 22.58% Neutral, 38.7% Agree, and 19.35% Strongly Agree, with a mean score of 3.25 and a standard deviation of 1.35. This distribution signals a moderate to positive shift in students' appreciation for the aesthetic and stylistic elements of literature, indicative of the approach's effectiveness in enhancing this aspect of literary competence.

The combined majority of students either agree (38.7%) or strongly agree (19.35%) that they have developed a greater appreciation for aesthetic and stylistic elements, which suggests a significant positive impact of the intervention. This outcome is crucial because an appreciation for the nuanced use of language, narrative techniques, and stylistic choices is foundational to a deeper, more enriching engagement with literary texts. As scholars such as Simpson (2004) and Leech & Short (2007) highlight, stylistic analysis involves examining authors' linguistic choices and how they shape meaning and reader response. By cultivating students' sensitivity to these elements, the language-focused method in teaching literature enables them to move beyond surface-level understanding and engage with the text's artistic merits, thus aligning with the core objectives of stylistics.

Moreover, this heightened appreciation for aesthetic and stylistic elements is particularly significant in the context of EFL literature education. As Carter and McRae (1996) argue, approaches that bridge linguistic and literary competence, such as the LBA, are essential for promoting a more engaging and meaningful learning experience for EFL undergraduate students. By developing a greater appreciation for the artistic qualities of literature, students can derive more enjoyment and insight from their reading, motivating them to engage more deeply with the language and its aesthetic representation in the texts.

The positive responses underscore the effectiveness of such instructional pedagogy in nurturing students' stylistic sensitivity, a key component of literary competence. Verdonk (2002) asserts that engaging with texts' aesthetic and stylistic qualities enhances students' enjoyment and insight into literary works and bolsters their analytical and interpretive skills. This development is vital for EFL students in their first two years at university, who must navigate the additional layer of learning and appreciating literature in a non-native language. By attuning students to the expressive potential of language and how form and content intertwine to create meaning, the approach equips them with valuable tools for literary analysis and interpretation.

Furthermore, the development of stylistic sensitivity has implications beyond the literature classroom. As Hall (2005) notes, fostering a holistic appreciation of literary texts contributes to

the broader discourse on the role of literature in EFL education. The LBA positions literary study as a valuable means of developing students' communicative competence and critical thinking skills by emphasising literature's aesthetic dimensions alongside its linguistic and cultural aspects. This holistic perspective is essential for advocating for literature's continued inclusion and importance in EFL curricula.

The presence of neutral (22.58%) and negative responses (19.35% combined for Disagree and Strongly Disagree) highlights an area for pedagogical reflection. These responses may reflect variations in students' initial levels of interest or proficiency in literary studies, differences in learning styles, or the need for more tailored instructional strategies to cater to diverse student needs. As Carter and Long (1991) suggest, assessing students' aesthetic and stylistic appreciation development provides valuable feedback for educators to refine their teaching strategies and better support students' growth. This variability in responses underscores the importance of employing differentiated teaching methods to ensure all students fully engage with and appreciate literature's aesthetic dimensions.

The findings from this item provide compelling evidence for the continued integration of stylistic analysis and aesthetic appreciation into the EFL literature curriculum. Based on this feedback, educators are encouraged to refine their teaching strategies, possibly incorporating more diverse literary texts, multimodal learning resources, and interactive analysis activities to cater to varied student preferences and learning modalities. For instance, teachers could use close reading exercises that guide students in examining the stylistic features of a text, such as its diction, syntax, and figurative language, and how these elements contribute to its overall meaning and effect. Collaborative activities, such as group discussions or peer feedback sessions, can also encourage students to share their interpretations and insights, thus deepening their collective understanding and appreciation of the text's aesthetic qualities.

Item 3: Development of familiarity with literary genres.

The third item in this section directly addresses an interesting educational objective in exploring literary competence within the EFL classroom. Literary genres, categorising literature into distinct types based on narrative techniques, tone, content, and sometimes length, serve as gateways to diverse worlds, thoughts, and expressions. Genres range from the immersive narratives of fiction to the introspective explorations of poetry and the factual discourse of non-fiction, each offering unique insights and learning opportunities (Fowler, 1989). Indeed, familiarity with literary genres is a fundamental aspect of literary competence, providing students with a framework for understanding and interpreting texts within their specific conventions and

traditions (Frow, 2014). To fulfil this purpose, the current questions aim to gauge how the implemented course has expanded students' literary horizons, deepening their understanding of genre-specific characteristics, themes, and conventions.

Table 4.39. Students' Responses to the Development of Familiarity with Literary Genres

Item Statement	I have developed a deeper understanding and familiarity with major literary genres.					
	SD	D	N	A	SA	Means SD
Frequency	3	5	8	11	4	3.19 1.18
Percentage %	9.67	16.12	25.80	35.48	12.90	

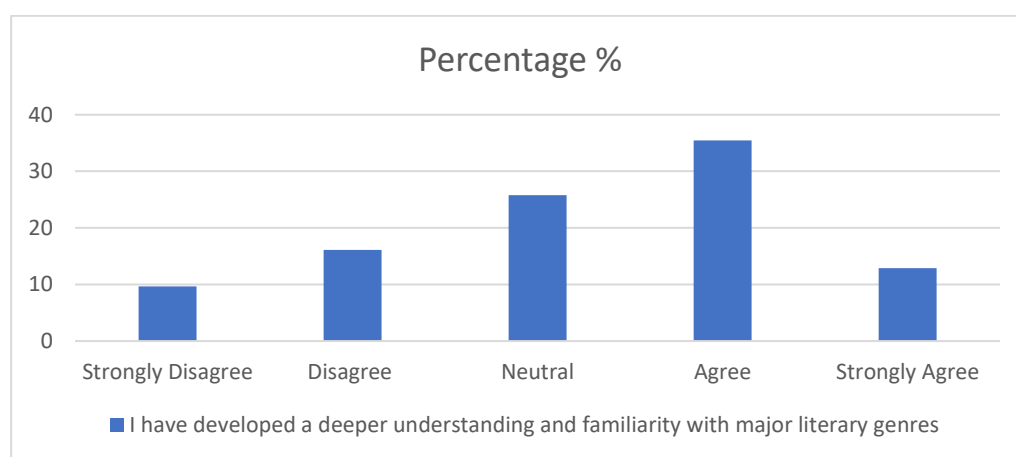


Figure 4.22 Students Responses of Familiarity with LG

The response frequencies indicate moderate agreement among students, with 35.48% agreeing and 12.9% strongly agreeing that their familiarity with literary genres has deepened. This suggests that many students felt the intervention positively influenced their genre understanding. However, a noteworthy proportion expressed neutrality (25.8%), disagreement (16.12%), or strong disagreement (9.67%), underscoring the diverse impacts of the teaching strategies employed. The mean score of 3.19, close to the scale's midpoint, coupled with a standard deviation of 1.18, suggests a moderate overall enhancement in genre familiarity but also indicates variability in the intervention's effectiveness across the student population.

The data reflects a positive trend, with over 48% of students recognising an improved understanding of literary genres. This can be attributed to the Language-Based Approach, which likely incorporated genre-specific readings, discussions, and analyses that helped students distinguish between genres based on their unique conventions, themes, and stylistic elements. As Fowler (1989) notes, genres serve as a framework for understanding and interpreting texts within

their specific traditions. By engaging students with diverse literary genres, the intervention would have provided them with the tools to navigate the complex literature landscape.

However, neutral and negative responses suggest that some students may have struggled to fully grasp literary genres' nuances and complexities. This could be due to various factors, such as the challenging nature of the texts studied, the pace of instruction, or the students' prior exposure to literature. As Frow (2014) argues, genre competence requires understanding the formal features of genres and awareness of their social and historical contexts. Therefore, educators must provide students with the necessary background knowledge and contextual information to help them situate texts within their respective genres and literary traditions.

Enhancing genre familiarity is crucial for literary appreciation and developing critical reading and analytical skills. Navigating through genres allows students to contextualise texts better, appreciate the diversity of literary expression, and understand the cultural and historical underpinnings of various literary works. This knowledge is essential for EFL students as it supports their literary competence and linguistic and cultural fluency.

Moreover, a deep understanding of literary genres can foster students' ability to connect texts, identify intertextual references, and engage in comparative analysis. By recognising how authors draw upon and subvert genre conventions, students can develop a more nuanced appreciation of the creative possibilities of literature. This, in turn, can inspire them to experiment with different genres in their writing, thus enhancing their expressive and communicative skills.

Item 4: Ability to identify and appreciate literary devices and techniques.

The next item aims to capture students' self-perceptions of their progress in literary devices and figurative language techniques within the text. This self-assessment provides insights into the efficacy of teaching strategies designed to enhance literary analytical skills, particularly those strategies that focus on the close reading and interpretation of texts as the used method of teaching emphasises the importance of close reading and attention to language in literary analysis (Carter & Long, 1991). Moreover, the item's focus on self-perception is grounded in the understanding that students' beliefs about their abilities can significantly influence their motivation, engagement, and performance in literary studies (Bandura, 1986).

The ability to analyse and appreciate literary devices and techniques indicates a student's transition from superficial reading to more engaged and analytical approaches to texts. It signifies a move towards interpretative independence, where students can derive meaning, assess stylistic choices, and critically evaluate a text's impact. The development of this ability is closely linked to the concept of critical literacy, which involves the ability to analyse, critique, and transform texts

and recognise how language is used to construct particular meanings and perspectives (Luke, 2012). Students can develop critical literacy skills by identifying and interpreting literary devices and techniques and become more discerning and empowered readers (McLaughlin & DeVogd, 2004). Furthermore, the appreciation of literary devices and methods can foster students' own creativity and literary expression. By understanding how authors use language to create particular effects, students can apply these techniques in their writing and develop their unique literary voices (Hanauer, 2010). This can lead to a more personal and meaningful engagement with literature as students analyse texts and create their literary works inspired by the techniques they have studied (Iida, 2008).

Table 4.40 Students' Responses to their Ability to Identifying LD

Item Statement	My ability to identify and appreciate literary devices and techniques has been enhanced markedly.						
Rating	SD	D	N	A	SA	Means	SD
Frequency	2	2	6	13	8		
Percentage %	6.45	6.45	19.35	41.93	25.80	3.74	1.12

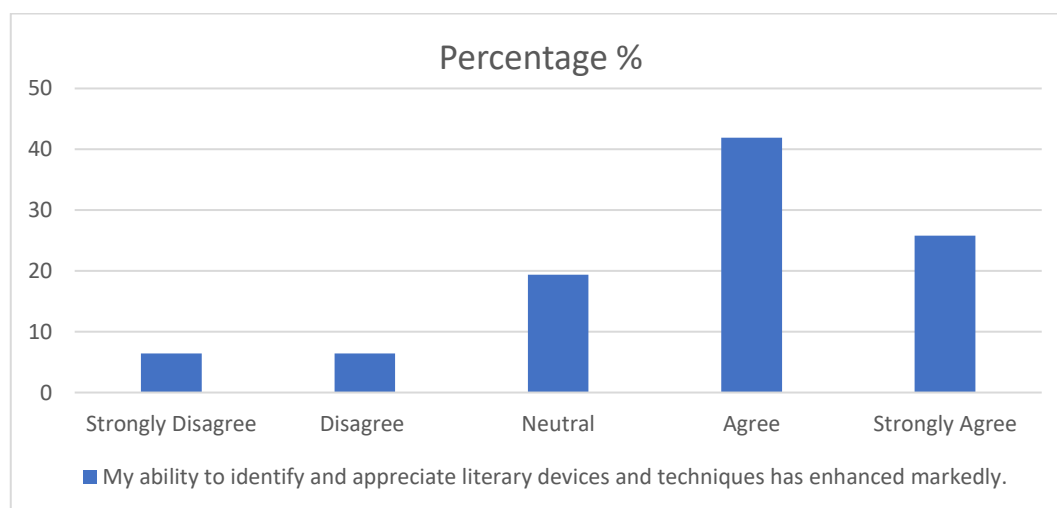


Figure 4.23. Students' Responses about their Ability in LD

As indicated, the questionnaire's findings present an insightful perspective into the students' self-assessment of their analytical development in literature. With a notable majority of the respondents (67.73% combined for Agree and Strongly Agree) affirming a marked enhancement

in their ability to identify and appreciate literary devices and techniques, the data suggests a positive outcome of the pedagogical interventions aimed at enhancing these critical literary skills.

The aggregation of responses indicating agreement (41.93%) and strong agreement (25.80%) underscores the success of instructional strategies in bolstering students' analytical understanding regarding literary devices. This significant positive response indicates the method's efficacy based on literary language teaching in deepening students' engagement with and understanding of literature through the lens of its technical constructs. Additionally, the mean score of 3.74, leaning towards the higher end of the scale, coupled with a standard deviation of 1.12, reflects a consensus among students about their improved capability, albeit with some variability. This variability may point to different rates of progress among students, influenced by individual learning curves, initial levels of competency, and possibly the diversity in exposure to various literary forms and practices within the educational program.

The positive response highlights the critical role of teaching literary devices and figurative language techniques in cultivating a profound understanding and appreciation of the texts. By focusing on these elements, educators enable students to engage critically with texts, uncovering layers of meaning beyond surface-level interpretations. This approach aligns with the principles of close reading, a fundamental literary analysis tenet that involves examining a text's intricate details to uncover its more profound significance (Beers & Probst, 2013).

Moreover, identifying and appreciating literary devices and techniques empowers students to recognise how authors manipulate language to create desired effects, convey themes, and evoke emotional responses in readers (Eagleton, 2013). This skill is essential for developing literary competence, as it enables students to move beyond passive reading and engage actively with texts as critical thinkers and interpreters (Lazar, 1993)

To illustrate the importance of understanding literary devices and techniques, let us consider a few examples from prominent literary works. In William Shakespeare's play "Romeo and Juliet," metaphor is prevalent throughout the text. The famous line "It is the east, and Juliet is the sun" (Act 2, Scene 2) employs a metaphor to convey Romeo's deep admiration for Juliet, comparing her to the brightness and life-giving qualities of the sun. By recognising and appreciating this metaphor, readers can better understand the depth of Romeo's feelings and the central theme of love in the play (Shapiro, 2020).

Similarly, in Charlotte Brontë's novel "Jane Eyre," symbolism is significant in conveying the protagonist's psychological and emotional journey. For instance, the recurring motif of fire symbolises Jane's passionate nature and desire for freedom and self-expression. In contrast, the

imagery of ice and cold represents the oppressive and stifling forces that threaten to extinguish her spirit (Gilbert & Gubar, 2000). By analysing these symbolic elements, readers can better understand Jane's character development and the novel's central themes, such as the struggle for identity and independence in a patriarchal society (Pell, 2008).

Pedagogically, the data suggests that while the LBA has been effective, there remains an opportunity to enhance further instructional methods to address the needs of those still on the fence (neutral) or not perceiving as much benefit (disagreement). Teachers should consider incorporating diverse literary texts into the curriculum to enhance student's ability to identify and appreciate literary devices and techniques. Exposing students to works from various genres, historical periods, and cultural backgrounds, with extensive focus on the different features of literary language employed by the authors, can broaden their understanding of how these devices are used in various contexts and for other purposes (Carter & Long, 1991). This exposure can also help students develop a more nuanced appreciation of how authors use language to reflect and comment on the human experience across time and space (Showalter, 2011).

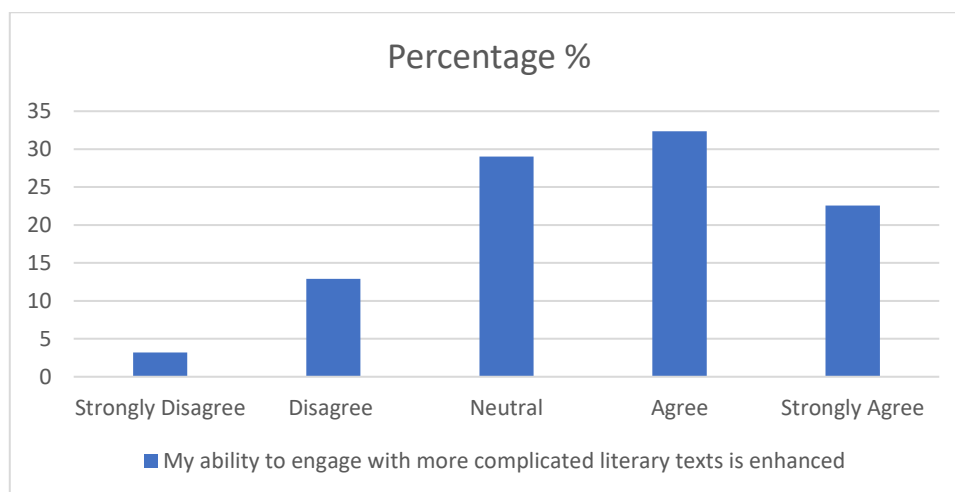
In addition to textual diversity, various instructional strategies can cater to students' individual learning needs and preferences. For instance, collaborative analysis projects can foster community and encourage students to share their insights and interpretations, leading to a richer understanding of literary texts. Furthermore, technology-integrated learning tools, such as digital annotation platforms and interactive multimedia resources, can also enhance students' engagement with literature and facilitate a more interactive and immersive learning experience (Chun, 2016).

Item 5: Students' Ability to Engagement with Complicated Texts.

The ability to engage with and interpret complex literary texts often poses significant challenges for EFL students, potentially hindering their progress in developing literary competence and their overall understanding and appreciation of literature. These difficulties can be attributed to many factors, including limited linguistic proficiency, cultural differences, and a lack of familiarity with literary conventions and genres (Mohammadzadeh, 2009). This skill indicates students' proficiency in linguistic aspects, critical thinking, analytical abilities, and deep comprehension of diverse narrative structures, themes, and stylistic nuances. After implementing the different LBA strategies, this item assesses this aspect among the experimental group after the intervention.

Table 4.41. Students' Responses of Ability in Engagement with Complicated LT

Item Statement	My ability to engage with more complicated literary texts is enhanced					
Rating	SD	D	N	A	SA	Means SD
Frequency	1	4	9	10	7	
Percentage %	3.22	12.90	29.03	32.25	22.58	3.48 1.06

**Figure 4.24** Students' Responses of Ability in LT Engagement

Statistically, the combined majority of students who agree (32.25%) or strongly agree (22.58%) indicate a positive impact of the instructional strategies on their ability to understand and analyse complex literary texts. This outcome suggests that a significant portion of the student body has gained confidence and skill in navigating the intricacies of challenging literature, which is a testament to the effectiveness of the pedagogical approaches. However, the relatively high percentage of neutral responses (29.03%) and the standard deviation highlight variability in the perceived enhancement of students' abilities. This variability may stem from differences in students' prior literature experiences, intrinsic motivation, or personal affinity for engaging with complex texts. It underscores the importance of tailoring educational approaches to meet diverse learner needs and preferences.

The data underscores the significant role of exposure to and analysis of complex texts in developing students' literary competence. Educational strategies emphasising active engagement with challenging literature through close reading, thematic exploration, and stylistic analysis contribute significantly to students' learning outcomes. This aligns with the principles of reader-response theory, which emphasises the reader's active role in constructing meaning from texts

(Rosenblatt, 1994). Educators can develop critical reading skills and promote a more nuanced understanding of literature by encouraging students to engage deeply with complex works.

Nevertheless, the presence of neutral and negative responses suggests that some students may struggle with the challenges posed by complex texts. This highlights the need for differentiated instruction and scaffolding techniques to support students with varying levels of literary competence (Tomlinson, 2012). For example, educators could provide guided reading questions, annotated texts, or peer discussion groups to help students navigate the complexities of challenging works. Additionally, incorporating diverse literary texts, including contemporary and multicultural works, can help students find relevance and connections to their experiences, enhancing their engagement with complex literature (Beach et al., 2011).

The ability to engage with complex texts is exemplified in students' encounters with works such as William Faulkner's "The Sound and the Fury" or Gabriel García Márquez's "One Hundred Years of Solitude." These novels employ intricate narrative structures, multiple perspectives, and rich symbolism to explore themes of family, time, and memory. Engaging with such texts requires students to navigate nonlinear plotlines, decipher stream-of-consciousness passages, and interpret complex metaphors and allusions. The positive shift in students' self-assessments suggests they are developing the skills to unravel these literary complexities and appreciate such works' artistic and thematic depth.

Students' ability to engage with complex text structures is closely linked to developing critical thinking and analytical skills. This connection is evident in students' encounters with works such as Shakespeare's "Hamlet," which demands a close analysis of language, character motivations, and philosophical themes (Greenblatt, 2004). By grappling with Hamlet's existential dilemmas, complex relationships, and the play's exploration of the human condition, students develop their ability to interpret ambiguity, consider multiple perspectives, and construct meaningful arguments about literature (Paul & Elder, 2006). Consequently, such ability is essential for students' participation in academic discourses. By developing the skills to analyse and interpret challenging works, students can enter into ongoing conversations about literature, contribute their insights and interpretations, and engage with the ideas of other scholars and readers (Graff, 2003). This participation in literary discourse is a key component of advanced literary competence and prepares students for further study and engagement with literature in academic and professional contexts.

Section 2: Attitudinal Changes Towards Literature and Overall Impressions

This portion of the survey assesses any noteworthy shifts in students' attitudes and perspectives regarding literary studies as influenced by their engagement with the intervention. By evaluating changes in interest, confidence, enthusiasm, motivation, and inclination towards leisure reading, the researcher can gauge the broader impacts of pedagogical strategies on students' engagement with and appreciation of literature. This section aims to understand how the course has influenced students' personal and academic relationships with literary studies. The specific items that constitute this section are delineated as follows:

Increased Interest in Studying Literature Description and Purpose: This item measures whether students' interest in studying literature has heightened due to the course. Increased interest in literature indicates the course's success in making literary studies appealing and relevant to students, reflecting a positive engagement with the subject matter (Nussbaum, 1997). Interest is a fundamental aspect of motivation and engagement in learning, as it drives students to invest time and effort in exploring and understanding literary texts (Hidi & Renninger, 2006).

Confidence in Analysing Literary Structures and Styles Description and Purpose: This item evaluates students' self-reported growth in confidence when analysing the structure and stylistic features of various literary genres. Confidence in literary analysis indicates a foundational understanding of literary concepts and the development of analytical skills (Bloom, 1994). It reflects students' belief in their ability to interpret and make meaningful connections between literary elements, such as plot, character, theme, and style (Culler, 2011).

Enthusiasm for Exploring Diverse Literary Genres Description and Purpose: This item measures the extent to which students feel more enthusiastic about exploring a variety of literary genres. Enthusiasm for diverse genres indicates an openness to experiencing the wide range of human expression and cultural narratives found in literature (Lazar, 1993). It reflects curiosity and willingness to engage with texts outside students' familiar or preferred genres, expanding their literary horizons (Carter & McRae, 1996).

Motivation to Engage in Literature Classes and Discussions Description and Purpose: This item assesses whether students feel more motivated to participate in literature classes and discussions. Motivation is a critical learning component, reflecting students' engagement with the course material and willingness to contribute to and learn from discussions (Ryan & Deci, 2000). It encompasses intrinsic motivation, which arises from a genuine interest and enjoyment in the subject matter, and extrinsic motivation, driven by external factors such as grades or recognition (Deci & Ryan, 1985).

Inclination to Read Literature for Pleasure Outside Academic Settings Description and Purpose: This item looks to identify any increase in students' propensity to engage with literature for personal enjoyment beyond the requirements of academic study. Reading for pleasure significantly predicts literary appreciation, empathy, and lifelong learning (Krashen, 2004). It reflects an intrinsic motivation to engage with texts for their inherent satisfaction and enjoyment rather than for external rewards or obligations (Csikszentmihalyi, 1991).

Table 4.42. Students' Attitudinal Changes towards LT after the LBA intervention

Statements		SD	D	N	A	SA	Mean	SD
My interest in studying literature has increased following this course	F	3	5	14	5	4	3.06	1.12
	%	6.67	16.12	45.15	16.12	12.90		
I am now more confident analysing various literary genres' structure and stylistic features.	F	2	3	4	13	9	3.77	1.17
	%	6.45	9.67	12.90	41.93	29.03		
My enthusiasm for exploring diverse literary genres has grown due to this course.	F	2	2	5	10	12	3.90	1.19
	%	6.67	6.67	16.12	32.25	38.70		
I feel more motivated to engage in literature classes and discussions now.	F	1	3	4	9	14	4.03	1.13
	%	3.22	9.67	12.90	29.03	45.16		
I am more inclined to read literature for pleasure outside of academic settings.	F	4	9	7	7	4	2.93	1.26
	%	12.90	29.03	22.58	22.58	12.90		
Total Mean				3.53				

As indicated in Table (4.42) above, the overall mean score of 3.53 for the attitudinal changes and overall impressions of students towards literature studying among the students after the experiment indicates a generally positive impact on the educational experience. On a scale of 1 to 5, with one being "Strongly Disagree" and five being "Strongly Agree," a mean score above 3 suggests that, on average, students' attitudes and perceptions have shifted in a favourable direction.

The findings of the first item of this section reveal a moderate shift in students' interest in studying literary texts, with a mean score of 3.06 on a 5-point Likert scale. This suggests that while the course positively impacted some students' interest in literature, the overall effect could have been more pronounced in other areas assessed by the questionnaire. One notable aspect of the response distribution is the substantial proportion of students (45.15%) who remained neutral. This neutrality could be attributed to various factors, such as the diverse starting points of students' interest in literature before the course. Students who were already highly engaged with literature may have had less room for a significant increase in interest compared to those who began the course with lower levels of engagement.

Enhanced interest in literature often leads to a deeper investment in reading and analysing texts, foundational for developing critical thinking and empathy (Eagleton, 2008). When students are interested in the subject matter, they are more likely to engage in active learning processes, such as asking questions, making connections, and seeking out additional resources (Schiefele, 1991). Moreover, interest in literature can foster a lifelong love for reading, which is associated with numerous cognitive, social, and emotional benefits (Mar & Oatley, 2008).

Fostering student interest in literature is essential for overcoming the challenges of reading complex texts and engaging with unfamiliar cultural and historical contexts (Showalter, 2003). By making literature relevant to students' lives and experiences, educators can help them develop a personal connection to the texts they study, enhancing their motivation and engagement (Blau, 2003).

For example, a student who becomes interested in Toni Morrison's works after studying "Beloved" in class may be more inclined to explore other novels by the author, such as "The Bluest Eye" or "Song of Solomon." This interest may lead the student to delve deeper into the themes of racial identity, trauma, and resilience that are central to Morrison's oeuvre, fostering a more nuanced understanding of African American literature and history.

The second item concerns students' self-assessment of their confidence in analysing the structural and stylistic features of the different literary genres. As presented in the descriptive results, there is a notable improvement in students' confidence, with a mean score of 3.77 on a 5-point Likert scale. This suggests that the course has effectively enhanced students' belief in their ability to analyse and interpret literary works. The distribution of responses further supports this positive trend, with a significant majority of students either agreeing (41.93%) or strongly agreeing (29.03%) that their confidence has increased due to the course. However, it is essential to note that while the overall trend shows a significant improvement in confidence, a small percentage of

students still reported lower confidence levels (6.45% strongly disagreeing and 9.67% disagreeing). This suggests that some students may require additional support or alternative approaches to help them develop their literary analysis skills and confidence. Educators should be attentive to these individual needs and consider providing targeted interventions or resources to ensure that all students have the opportunity to grow and succeed in their literary studies.

This improvement in confidence can likely be attributed to the structured exposure to varied literary analyses and critical discussions throughout the intervention strategies. By engaging with diverse texts and genres emphasising the intricate relationship between literary language and aesthetic appreciation, students have had the opportunity to practice and refine their analytical skills in a supportive and guided environment. The course may have provided students with a framework for approaching literary language analysis, introducing them to key concepts, terminology, and strategies for examining texts' structural and stylistic elements.

Moreover, the experience of participating in in-depth discussions and collaborative analysis of complex works contributed to the boost in students' confidence. For instance, studying a novel like William Faulkner's "The Sound and the Fury" requires closely examining its unconventional structure, multiple narrative perspectives, and stream-of-consciousness style. By working through the challenges posed by such a text in a structured classroom setting, students can develop a deeper understanding of how these literary devices contribute to the overall meaning and impact of the work. This guided analysis and interpretation process can help students confidently tackle complex literary texts independently.

Confidence often correlates with increased participation in literary discussions and a willingness to explore complex texts, contributing to a more robust literary education (Smith, 2003). When students feel confident in their analytical abilities, they are more likely to engage in critical thinking processes, such as questioning assumptions, considering multiple perspectives, and constructing arguments based on textual evidence (Bruns, 2011). Moreover, confidence in literary analysis can transfer to other academic and professional domains, as the skills involved in interpreting and evaluating texts are highly valued in many fields (Graff, 2007).

Pedagogically speaking, building students' confidence in literary analysis is crucial for fostering a sense of ownership and agency in their learning process (Langer, 2011). By providing students with the tools and strategies to analyse literary texts independently, educators can help them develop a sense of mastery and autonomy, enhancing their motivation and engagement (Guthrie & Wigfield, 2000).

The third point of inquiry in this questionnaire segment regarding the enthusiasm for exploring diverse literature among the experimental group members has shown a remarkably positive shift in students' attitudes, with the highest mean score of 3.90 among all the items in this section. This high score suggests that the course has fostered students' enthusiasm for exploring diverse literary genres. The distribution of responses further underscores this positive trend, with an impressive 38.70% of students strongly agreeing that their enthusiasm has grown due to the course.

Such enthusiasm can lead to a more inclusive and comprehensive understanding of the literature's scope, promoting cultural awareness and sensitivity (Carter & Long, 1991). By exploring diverse styles of genres and their language features, students can gain insight into different social, historical, and cultural perspectives, fostering empathy and critical thinking skills (Dasenbrock, 1992). Moreover, exposure to various genres can help students develop a more nuanced understanding of the conventions and innovations within specific literary traditions and how authors subvert or challenge these conventions (Devitt, 2004).

In teaching literature, fostering enthusiasm for diverse genres is essential for promoting a more equitable and representative approach to literary studies (Guillory, 1993). By introducing students to a wide range of texts, including those from marginalised or underrepresented groups, educators can help them develop a more complex understanding of how literature reflects and shapes cultural identities and power dynamics (Greenblatt & Gunn, 1992).

For example, a student who develops an enthusiasm for postcolonial literature after studying Chinua Achebe's "Things Fall Apart" may be encouraged to explore other novels that engage with themes of colonialism, identity, and resistance, such as Jean Rhys's "Wide Sargasso Sea" or Arundhati Roy's "The God of Small Things." This enthusiasm can lead the student to examine how authors from diverse cultural backgrounds use literature to challenge dominant narratives and assert their agency and voice.

Progressing to the fourth question, this part of the survey concentrates on the motivation to engage in literature classes and discussions. The participants' responses reveal the most significant positive change among all the items in this section of the questionnaire, with a mean score of 4.03 on the scale. This high score indicates that the implemented methods in the course have been exceptionally effective in enhancing students' motivation to engage in literature classes and discussions. The distribution of responses further emphasises this positive shift, with an impressive 45.16% of students strongly agreeing that they feel more motivated due to the course.

This substantial increase in motivation can be attributed to several critical aspects of the course's design and implementation. Firstly, the course fostered a more interactive and inclusive classroom environment that encourages active participation and values diverse perspectives. By creating a safe and supportive space for students to share their ideas, ask questions, and explore interpretations, the course can help students feel more confident and motivated to contribute to literary discussions.

Vallerand et al. (1992) declare that increased motivation can enhance classroom dynamics, facilitate more profound understanding, and foster a collaborative learning environment. When motivated to participate in literary discussions, students are likelier to share their ideas, ask questions, and engage in meaningful dialogue with their peers and instructors (Nystrand, 1997). This active participation can lead to a more robust exchange of interpretations and perspectives, enriching the learning experience for all involved (Applebee et al., 2003).

The literature classes fostering motivation to engage in discussions are crucial for promoting a student-centred and dialogic approach to teaching (Langer, 1995). By creating a supportive and inclusive classroom environment that values diverse viewpoints and encourages critical thinking, educators can help students develop the confidence and skills necessary to participate actively in literary discussions (Beach & Myers, 2001).

For instance, a student who feels motivated to discuss the social class theme in Jane Austen's "Pride and Prejudice" may share their observations about how the novel critiques the rigid class hierarchy of Regency England. This contribution can spark further discussion among classmates, who may offer additional examples from the text or draw connections to other novels that explore similar themes, such as Charles Dickens's "Great Expectations" or George Eliot's "Middlemarch." Students can deepen their understanding of the novel and its broader social and historical context through this collaborative exchange of ideas.

Nevertheless, it is essential to note that while the overall trend shows a highly significant increase in motivation, a small percentage of students still reported lower motivation levels (3.22% strongly disagreeing and 9.67% disagreeing). This suggests that some students may face ongoing barriers or challenges in feeling motivated to engage actively in literature classes and discussions. These challenges could stem from various factors, such as personal learning styles, social anxieties, or needing more confidence in their literary analysis skills. Educators should be attentive to these individual needs and consider strategies for creating an even more inclusive and supportive learning environment that encourages all students to find their voice and contribute to the collective exploration of literature.

Concluding this section, the final examination point within the survey instrument deals with a disposition to engage with literary texts independently and for personal enjoyment. The findings from this item reveal a less pronounced change in students' inclination to read literature for pleasure, with a mean score of 2.93 on a 5-point Likert scale. This relatively moderate score, combined with the high significance of disagreement (29.03% disagreeing) and neutrality (22.58%), suggests challenges in extending the academic appreciation of literature to leisure reading. While students may have developed a greater understanding and appreciation for literature within the context of the course, this has not necessarily translated into an increased desire to engage with literary texts outside of academic settings.

Several factors may contribute to this discrepancy between academic and leisure reading inclinations. It might be most manifest as the demands and pressures of academic reading may have inadvertently overshadowed the pleasure and enjoyment of reading literature. Suppose students associate reading primarily with the need to analyse, interpret, and critique texts for course assignments and assessments. In that case, they may find it challenging to approach reading as a leisure activity. This suggests that the course could benefit from a greater emphasis on the intrinsic rewards of reading, such as the joy of immersing oneself in a compelling story, connecting with characters and their experiences, and the intellectual stimulation of exploring new ideas and perspectives.

As a recommendation, the course could incorporate more opportunities for students to engage with literature in ways that emphasise the pleasure and enjoyment of reading. This could include activities such as book clubs, where students can share their thoughts and experiences with peers in a relaxed and supportive environment, or creative writing exercises that allow students to explore their literary voices and imaginations. By creating a classroom culture that values and celebrates the inherent rewards of reading, the course can help students develop a more positive and self-motivated approach to the text.

An increased inclination to read literature for pleasure suggests that the course has impacted students academically and enriched their personal lives by instilling a love for literature that extends outside the classroom (Nell, 1988). When students read for pleasure, they are more likely to develop a deep and lasting relationship with literature, which can contribute to their ongoing personal and intellectual growth (Rosenblatt, 1994). Moreover, reading for pleasure has been associated with numerous cognitive and social benefits, such as increased vocabulary, improved writing skills, enhanced cultural knowledge, and greater empathy and social awareness (Kidd & Castano, 2013).

In teaching literature, fostering an inclination to read for pleasure is essential for promoting a lifelong engagement with literature and its associated benefits (Wilhelm & Smith, 2013). By introducing students to a wide range of engaging and relevant texts and by providing them with the strategies and motivation to read independently, educators can help students develop a personal connection to literature that extends beyond the classroom (Atwell, 2007). This inclination to read for pleasure can lead the student to explore how different authors use magical realism conventions to explore themes of history, identity, and the supernatural, enriching their personal and cultural understanding.

Each of these items collectively provides a comprehensive overview of the attitudinal shifts and overall impressions of students towards literature, enabling educators to evaluate the effectiveness of their teaching methods and the broader impact of their courses on students' literary journey. By fostering increased interest, confidence, enthusiasm, motivation, and inclination to read for pleasure, literature courses can have a profound and lasting impact on students' intellectual and personal growth, preparing them for a lifetime of meaningful engagement with the world of books and ideas.

Section 3: Reflection on Learning Experiences and Impact of Language-Based Approach

This segment of the survey instrument is meticulously crafted to elicit students' introspective evaluations of their educational experiences within the framework of the LBA as applied to their literature course. It delves into the perceived efficacy of pedagogical methodologies, the depth of student engagement, the influence of collaborative learning strategies, the approach's bearing on the comprehension of literary language, and the relative effectiveness of this methodology when juxtaposed with prior educational experiences. By thoroughly investigating these multifaceted aspects, this section endeavours to comprehensively assess the LBA's impact on students' literary erudition and personal development, thereby contributing to a nuanced understanding of the approach's potential to enrich and transform the learning process within literary studies.

Table 4.43. Students' Reflection on Learning Experiences through LBA

Statements	SD	D	N	A	SA	Mean	SD
The teaching method has F	0	2	6	12	11		
positively transformed my overall						4.03	0.91
learning experience in literature.	%	0	6.45	19.35	38.70	35.48	

The teaching methods are more engaging and effective in learning literary texts.	F	1	2	6	9	13		
	%	3.22	6.45	19.35	29.03	41.93	4	0.96
The collaborative and interactive strategies have significantly enhanced my class participation.	F	2	4	5	10	10		
	%	6.45	12.90	16.12	32.25	32.35	3.70	1.21
Focusing on the aspects of the literary language has deepened my understanding of symbolic meanings in the texts.	F	0	3	2	16	10		
	%	0	9.67	6.45	51.61	32.35	4.06	0.89
The activities and assignments were instrumental in refining my skills in literary analysis.	F	1	0	5	15	9		
	%	3.22	0	16.12	48.38	29.03	3.90	1.13
This course has been more engaging than any previous literature classes I have attended.	F	0	0	5	15	11		
	%	0	0	16.12	48.38	35.48	4.19	0.70
The teaching strategies employed in this course should be applied to literature instruction.	F	1	1	3	16	10		
	%	3.22	3.22	9.67	51.61	32.35	4.06	0.92
Total Mean		3.99						

The comprehensive analysis of the data presented in Table (4.43) above reveals an impressive overall mean score of 3.99, which signifies the students' positive reflections on their learning experiences and the LBA's profound impact on the experiment intervention's conclusion. Utilising a scale ranging from 1 to 5, the attainment of a mean score approaching 4 provides compelling evidence that, on average, the students' perceptions regarding their educational experiences, level of engagement, active participation, comprehension of literary language, and the efficacy of the employed teaching methodologies have undergone a remarkably favourable transformation.

The questionnaire commences this section by focusing on the student's experience with the teaching method employed in the treatment. The findings reveal a significant positive shift in students' learning experiences, with a mean score of 4.03 and a combined 77.41% agreeing or

strongly agreeing. This suggests that the LBA has effectively transformed students' learning experience with literature, fostering a more enriching and meaningful learning experience. The high agreement (38.70%) and strong agreement (35.48%) further indicate that the LBA significantly impacted students' perceptions and engagements with literature. A positive transformation in the learning experience is essential for fostering a lasting interest in literature and for developing a deep, nuanced understanding of literary texts (Eagleton, 2008). When students perceive their learning as valuable and transformative, they are more likely to invest time and effort in exploring literary works, leading to increased motivation and academic success (Guthrie & Wigfield, 2000).

This transformation can be attributed to the LBA's emphasis on close reading, linguistic analysis, and personal response, encouraging students to actively engage with texts and construct their interpretations (Rosenblatt, 1994). The approach's focus on literary language as a means to unlock deeper meanings could have contributed to a more immersive and satisfying learning experience. For example, when studying a complex modernist novel like Virginia Woolf's "Mrs. Dalloway," the LBA's focus on the stream-of-consciousness technique and the novel's unique syntax can help students uncover the characters' inner thoughts and emotions, leading to a deeper understanding of the text's themes and psychological depth. Moreover, attention to the aesthetic qualities of language, such as imagery, metaphor, and tone, can heighten students' appreciation for the artistry of literary works (Lazar, 1993). By analysing how these elements contribute to meaning and effect in a poem like T.S. Eliot's "The Love Song of J. Alfred Prufrock," students can better understand the speaker's anxieties and critique of modern society (Perloff, 1999).

This finding underscores the importance of pedagogical methods that prioritise active engagement with texts and highlight the role of literary language in understanding literature. Literature courses should continue emphasising these aspects to enhance students' learning experiences. The emphasis on close reading, linguistic analysis, and personal response encourages students to actively engage with texts and construct their interpretations (Rosenblatt, 1978), leading to a more transformative learning experience.

Subsequently, the second item in this portion of the survey explores the student's perception of the extent of engagement fostered by the course methods and their effectiveness in facilitating the learning of literary texts. As presented, the results, a mean score of 4.00, with 41.93% strongly agreeing, indicate that students find the teaching methods in the LBA more engaging and effective, which suggests that the interactive and student-centred approach has successfully captured students' interest and facilitated their learning.

The effectiveness of engaging teaching methods highlights the value of interactive and participatory learning environments in literature education. It validates the pedagogical shift towards more active and student-centred learning approaches in literary studies. The LBA's incorporation of creative writing exercises and personal response tasks can make learning more meaningful and relevant to student's lives (Carter & Long, 1991), which likely include interactive discussions, close readings, and analysis of literary forms, resonate well with students, making the learning process more engaging and effective and hence fostering a more lasting and transformative learning experience.

Engaging teaching methods are vital for maintaining students' interest and facilitating a deeper understanding of complex literary concepts. When actively involved in the learning process, students are more likely to develop critical thinking skills, retain information, and apply their knowledge to new situations (Bonwell & Eison, 1991). Moreover, effective teaching methods can foster a positive attitude towards literature and encourage lifelong learning (Showalter, 2003).

Moving forward, the third point of inquiry within this segment explores the student's evaluation of the extent to which the collaborative and interactive nature of the pedagogical techniques has markedly increased their level of active involvement and contribution within the classroom setting. The data unveils a compelling narrative, wherein a mean score of 3.70 reflects a positive view on the role of collaborative and interactive strategies in enhancing class participation. Equal percentages for agreement and strong agreement (32.25% and 32.35%, respectively) illustrate the significant impact of collaborative learning.

This points to the success of LBA in fostering a classroom environment that encourages active participation and shared learning experiences, likely through group analyses and discussions. Collaborative learning strategies, such as small-group discussions and peer-assisted learning, can promote community and shared responsibility among students (Johnson & Johnson, 1999). When analysing a complex short story like James Joyce's "The Dead," students can work together to unpack its symbolism, tone, and themes, pooling their insights and interpretations better to understand the text (Hanson, 1997). This collaborative process deepens students' literary analysis skills, fosters respect for diverse perspectives, and strengthens interpersonal relationships.

This finding emphasises the importance of incorporating collaborative learning strategies in literature education, suggesting that such methods enhance student engagement and participation. The emphasis on student-led discussions and presentations can empower students to take ownership of their learning and develop their confidence as literary competent, leading to increased motivation, engagement, and academic achievement. Collaborative learning strategies

enhance understanding through peer interaction, fostering a dynamic and supportive learning environment (Johnson & Johnson, 1999). When students work together to analyse texts, share ideas, and provide feedback, they develop a deeper appreciation for diverse perspectives and gain confidence in their interpretive abilities (Slavin, 1980). Moreover, collaborative learning can promote social skills, empathy, and a sense of belonging, essential for personal growth and academic success (Gokhale, 1995).

The fourth question in this section of the survey instrument addresses the learner's appraisal of the degree to which the emphasis placed on the intricacies of literary language has profoundly enriched their comprehension and interpretation of the symbolic implications embedded within the texts. The analysis points to the conclusion that focusing on the aspects of literary language has deepened students' understanding of symbolic meanings in texts, with a high mean score of 4.06 and 80.64% agreeing or strongly agreeing, students overwhelmingly felt that focusing on literary language deepened their understanding of symbolic meanings, reflecting one of LBA's core strengths.

Such results indicate that the focus on the nuances of literary language effectively aids students in interpreting complex texts, enhancing their ability to uncover deeper symbolic meanings. By analysing a text's figurative language, syntax, and narrative structure, students can find the layers of meaning and emotion conveyed by the author. For example, when studying a poem like Robert Frost's (1991) "The Road Not Taken," students can examine how the poem's metaphorical language and ambiguous syntax contribute to its choice, regret, and self-reflection themes. This close attention to the poem's linguistic features can deepen students' appreciation for the power of language to create multiple interpretations and evoke complex responses.

This underscores the need for literature curricula to prioritise exploring literary language, as understanding these elements is crucial for deep literary analysis. The emphasis on the social and cultural contexts of language can also help students understand how literary texts reflect and shape the values and beliefs of their times, broadening their understanding of literature as a cultural and historical artefact. In this regard, Brooks and Warren (1976) claim that when students can analyse how authors use language to create meaning, they develop a more nuanced appreciation for the artistry and complexity of literature. Moreover, understanding literary language can enhance students' writing skills and creativity as they learn to manipulate language for artistic expression (Hanauer, 2001).

The ensuing item contained within this division of the questionnaire examines the student's assessment of the extent to which the designed activities and assignments have played a role in

honing their ability to critically analyse and interpret literary works with more remarkable finesse and insight. The data in Table (4.43) illustrates the findings from the latter part of the survey, suggesting that the activities and assignments in the LBA were instrumental in refining students' skills in literary analysis, with a mean score of 3.90 with a significant proportion 74.19% agreeing or strongly agreeing.

This reflects that the practical application of the text's aesthetic qualities effectively enhances students' analytical capabilities, likely through targeted assignments requiring critical engagement with texts. The LB's incorporation of close reading exercises, analytical writing tasks, and research projects can give students the tools and strategies to critically engage with texts (Carter & Long, 1991). For instance, when analysing a complex modernist poem like William Butler Yeats's "The Second Coming," students can practice annotating the text, identifying key themes and symbols, and constructing a coherent interpretation supported by textual evidence. These activities deepen students' understanding of the poem and develop their close reading, critical thinking, and argumentative writing skills.

Pedagogically, well-designed activities and assignments are pivotal for developing critical thinking and analytical skills, enabling students to engage more profoundly with literary texts (Wiggins & McTighe, 2005). The positive response to activities and assignments highlights the effectiveness of hands-on, practical approaches to teaching literary analysis, reinforcing the need for assignments that challenge students to apply their analytical skills. The instructor's emphasis on multiple interpretations and perspectives can encourage students to consider alternative readings and challenge their assumptions (Fish, 1980), enhancing their critical thinking skills and preparing them for advanced literary study. Pope (2012) argues that once students have opportunities to practice analysing texts from various perspectives, they develop a more comprehensive understanding of literature and its role in society. Consequently, strong analytical skills are transferable to other academic disciplines and professional contexts, preparing students for success beyond the literature classroom.

Advancing to the sixth topic of investigation, this part of the survey concentrates on the participants' recommendations regarding how the pedagogical approaches utilised within this specific course should be widely adopted and implemented as a standard practice in the broader context of literature education. The outcomes of the items reveal a mean score of 4.06, with a substantial portion of students (51.61%) agreeing that the teaching strategies should be applied in literature instruction, pointing to a strong preference for the methodologies employed in this intervention over prior instruction.

While this indicates a generally positive assessment of the LBA, the lower mean score and agreement rate compared to other items suggest that there may be some variability in students' experiences and preferences. The LBA's integrated approach to language and literature and its emphasis on student-centred learning and practical skills development can provide a more comprehensive and effective literary education than traditional methodologies (Carter & Long, 1991). By studying the literary pieces through the lens of linguistic and aesthetic qualities, students can analyse how the characters' verbal interactions contribute to the play's themes of identity, deception, and social critique (Leech & Short, 2007). This integrated approach can deepen students' understanding of the play's language and structure and create a robust literary faculty that enables a more profound study of the cultural and historical significance of the text

Section 4: Enhancement of Literary Vocabulary and Analytical Skills

The last section of the post-treatment questionnaire aims to assess students' reflections on their language learning experiences and the impact of the experimental intervention on their literary and linguistic skills. It focuses on the perceived improvement in students' literary vocabulary, comprehension of complex texts, written proficiency for literary analysis, confidence in employing poetic devices, figurative language, and interpretative skills. Table (4.44) clearly illustrates detailed descriptive statistics of the students' responses.

Table 4.44. Students' in Enhancement of Literary Vocabulary and Analysis

		SD	D	N	A	SA	Mean	SD
Statements								
This course has considerably expanded my literary vocabulary in English.	F	1	2	4	16	8	3.90	0.97
	%	3.22	6.45	12.90	51.61	25.80		
My ability to comprehend complex literary texts has significantly improved after this intervention.	F	2	1	4	14	10	3.93	1.09
	%	6.45	3.22	12.90	45.16	32.25		
My proficiency in written English for literary analysis has improved remarkably.	F	1	0	3	15	12	4.19	0.87
	%	3.22	0	9.67	48.38	38.70		
I feel significantly more confident in employing poetic devices and figurative language in my writing.	F	2	2	3	14	10	3.90	1.13
	%	6.45	6.45	9.67	45.16	32.45		

Engaging with the texts has broadened my F	0	1	4	15	11		
comprehension and interpretative skills of							
figurative language and literary devices.	%	0	3.22	12.90	48.38	35.38	4.16 0.77
I am now more confident in articulating F	2	3	5	13	8		
complex ideas and perspectives in							
English.	%	6.45	9.67	16.12	41.93	25.80	3.70 1.16
Total Mean 3.31							

The collective insights drawn from the table above, the overall mean score of 4.02 for the student's reflections on their language learning experiences, and the impact of the experiment intervention after the course indicate a significant positive effect on the educational experience. On a scale of 1 to 5, with one being "Strongly Disagree" and five being "Strongly Agree," a mean score above 3.31 suggests that, on average, students' perceptions of their improvement in literary vocabulary, comprehension of complex texts, written proficiency, confidence in employing poetic devices and figurative language, and interpretative skills have shifted in a marked favourable direction.

The last section of the questionnaire opening inquiry centres on the participants' assessment of how much the course has substantially contributed to expanding their literary lexicon in the English language. The findings reveal a significant expansion in students' literary vocabulary, with a mean score of 3.90. A majority (51.61% agree, 25.80% strongly agree) acknowledge a considerable expansion in their literary vocabulary. This suggests that the course has effectively broadened students' lexical knowledge in the context of literature.

Expanding literary vocabulary is a fundamental aspect of language learning in literature education. It enables students to comprehend and analyse literary texts more effectively and articulate their ideas more precisely and in nuance (Lazar, 1993). Providing them with the linguistic tools necessary to delve into the complexities of these works allows students to grasp nuanced meanings and articulate sophisticated responses. Moreover, a well-developed literary vocabulary empowers students to participate in academic discourse more confidently, as they possess the appropriate terminology to express their thoughts and ideas in a scholarly manner, and this can be achieved through adopting LBA, which emphasises the close reading of texts and the exploration of linguistic features, which can help students acquire new vocabulary in meaningful contexts.

These results underscore the importance of incorporating vocabulary instruction in literature courses. By focusing on key literary terms, figurative language, and words with multiple connotations, teachers can help students develop a rich and versatile linguistic repertoire. This can directly impact students' ability to access and engage with a broader range of literary works, enhancing their overall literary competence (Carter & McCarthy, 1988).

The second item in this section seeks to evaluate the improvement in students' ability to comprehend complex literary texts following the intervention. The data illustrated in the table, as mentioned earlier, indicate a significant improvement in students' ability to comprehend complex literary texts, with a mean score of 3.93 and 77.41% agreeing or strongly agreeing, reflecting the LBA's success in enhancing students' ability to navigate and understand sophisticated narratives and thematic structures.

Comprehension of complex literary texts is a critical goal of literature classes. It involves understanding the text's literal meaning, inferring the implicit meanings, analysing the literary devices, and interpreting the themes and symbols (Carter & Long, 1991). Improved comprehension allows students to tackle challenging texts like James Joyce's "Ulysses" or Toni Morrison's "Beloved," unlocking deeper literary insights and fostering a more profound appreciation of literary artistry. The LBA's focus on close reading and textual analysis can help students develop the necessary skills to navigate complex texts. For example, when studying a Shakespearean play like "Macbeth," students can explore the various meanings and connotations of words like "blood," "fair," and "foul," deepening their understanding of the play's themes and motifs.

Teachers can guide students through close reading to foster comprehension of complex literary texts, encouraging them to pay attention to the text's language, structure, and style. This finding highlights the effectiveness of close reading practices and analytical discussions in developing students' comprehension skills, suggesting that such methods should be a staple in literature education.

Progressing further, the third examination area in this portion of the questionnaire delves into measuring the enhancement in students' written English proficiency specifically for literary analysis. This proficiency includes articulating insights, critiques, and interpretations of literary works with clarity and sophistication. According to the results, a mean score of 4.19 indicates a significant improvement in students' proficiency in written English for literary analysis, suggesting that students are not only understanding literature better but are also becoming more adept at articulating their analyses in writing.

Proficiency in written analysis is critical to academic success in literature studies, allowing students to convey complex ideas with clarity and insight, such as interpreting the symbolic significance of the text. Such skills reflect a deeper understanding of literary concepts and prepare students for advanced studies and professional activities in literary fields.

To enhance students' proficiency in written English for literary analysis, teachers can provide opportunities for regular writing practice, offering constructive feedback and guidance. The significant improvement in writing proficiency underscores the need for literature courses to incorporate varied writing assignments that challenge students to engage with texts and articulate their interpretations effectively and critically. For example, when studying a poem like T.S. Eliot's "The Love Song of J. Alfred Prufrock," students can write a critical analysis of the poem's themes, symbols, and stylistic features, receiving feedback on their language use, organisation, and argumentation.

Advancing to the fourth inquiry, this survey instrument division focuses on gauging students' confidence in using poetic devices and figurative language in their writing analysis. Such confidence indicates a deeper appreciation and understanding of literature's aesthetic and rhetorical aspects. The results suggest a notable enhancement in students' self-assurance when utilising poetic devices and figurative language in their writing. This improvement is evidenced by a mean score of 3.90, with an impressive 77.61% of participants agreeing or strongly agreeing with the statement. Such a high mean score underscores the students' increased confidence in employing these literary elements, which indicates a more profound understanding and appreciation of their significance. This newfound assurance in the application of poetic devices and figurative language demonstrates the effectiveness of the intervention in fostering students' ability to engage with and analyse complex literary texts, ultimately enriching their written expression and analytical skills.

Poetic devices and figurative language are powerful tools for creative expression and conveying complex ideas and emotions (Lazar, 1996). This confidence is essential for creative and analytical writing, enabling students to explore and emulate the stylistic nuances of works like Sylvia Plath's poetry or the metaphorical richness of Gabriel García Márquez's magical realism. By studying how authors employ these techniques in literary texts, students can develop their creative writing skills and appreciate the aesthetic qualities of language.

Educators can integrate imaginative writing tasks and promote experimentation with linguistic elements to nurture students' self-assurance in utilising poetic devices and figurative language (Lazar, 1996). Instructors can cultivate a deeper understanding and appreciation of

literary aesthetics by encouraging learners to explore creatively and incorporate figurative expressions in their written work. This approach highlights the importance of sustained emphasis on creative writing exercises within literature courses. For example, after examining the use of metaphors in Shakespeare's sonnets, students can compose their love poems and experiment with various metaphors and similes to convey their emotions (Gibson, 2016). Such an exercise fosters students' confidence in employing these literary devices and enhances their ability to analyse and interpret the figurative language encountered in canonical texts. By providing opportunities for creative engagement and experimentation, educators can empower students to develop a more nuanced understanding of language's artistic and expressive potential, ultimately enriching their literary skills and appreciation.

Moving forward to the fifth topic of analysis, this survey segment concentrates on assessing how engagement with the literary language of the text has broadened students' comprehension and interpretative skills regarding figurative language and literary devices. The findings reveal a substantial enhancement in students' understanding and interpretative abilities concerning figurative language and literary devices, as evidenced by a high mean score of 4.16, with an impressive 83.76% of participants agreeing or strongly agreeing with the statement. This notable mean score underscores the significant impact of engaging with texts on students' capacity to understand and interpret complex literary elements, such as figurative language and literary devices.

Figurative language and literary devices are fundamental components of literary texts, crucial in shaping their meaning, style, and aesthetic impact (Short, 1996). The observed improvement in students' skills enables them to analyse and appreciate intricate literary techniques, such as irony in Jane Austen's novels or the symbolism in William Golding's "Lord of the Flies," ultimately enriching their reading experience and analytical depth. By closely examining how authors employ these elements, learners can refine their interpretative abilities and develop a more profound appreciation for the artistry of literature (Hall, 2005).

To further broaden students' comprehension and interpretative skills about figurative language and literary devices, educators can guide them through meticulous close reading exercises, concentrating on specific passages and facilitating discussions on how these elements contribute to the overall meaning and effect of the text (Paran, 2006). The results affirm the value of interactive textual analysis and the discussion of literary devices in classroom settings, underlining the pivotal role of interpretation exercises in fostering advanced literary understanding. For instance, when studying a novel like F. Scott Fitzgerald's "The Great Gatsby," students can be

encouraged to analyse the symbolism of the green light, the eyes of Doctor T. J. Eckleburg, and the valley of ashes, exploring how these symbols relate to the novel's themes of desire, corruption, and the American Dream. Such an approach deepens students' comprehension of the text. It equips them with the necessary tools to interpret and appreciate the nuances of figurative language and literary devices in a broader range of literary works.

Wrapping up this section, the final examination point within the survey instrument concerns the individual's self-evaluation of their heightened assurance in utilising the English language to express multifaceted ideas and viewpoints. The findings show a significant increase in students' self-assurance when using English to express complex ideas and perspectives, as demonstrated by a mean score of 3.70, with 67.73% of participants agreeing or strongly agreeing with the statement. Although this suggests a generally positive impact, the slightly lower mean score than other areas implies that some students may still encounter difficulties in this domain.

The capacity to articulate intricate ideas and perspectives in English is essential for literary studies and academic discourse. The approach's emphasis on discussion, argumentation, and critical thinking can play a vital role in helping students develop their oral communication skills and confidence in expressing their views. By engaging in meaningful dialogues and debates, learners can refine their ability to convey complex thoughts effectively and persuasively.

The findings indicate a substantial increase in students' self-assurance when using English to express complex ideas and perspectives, as demonstrated by a mean score of 3.70, with 67.73% of participants agreeing or strongly agreeing with the statement. Although this suggests a generally positive impact, the slightly lower mean score than other areas implies that some students may still encounter difficulties in this domain.

The capacity to articulate intricate ideas and perspectives in English is a fundamental skill for literary studies and academic discourse (Hişmanoğlu, 2005). The Language-Based Approach's emphasis on discussion, argumentation, and critical thinking can play a vital role in helping students develop their oral communication skills and confidence in expressing their views (Carter & McRae, 1996). By engaging in meaningful dialogues and debates, learners can refine their ability to convey complex thoughts effectively and persuasively.

From a pedagogical standpoint, to further enhance students' confidence in using English to articulate complex ideas and perspectives, educators can strive to create a supportive and inclusive classroom environment that encourages open discussion and respects diverse viewpoints. For example, when discussing a controversial novel like "The Catcher in the Rye" by J.D. Salinger, teachers can facilitate a structured debate, allowing students to express their opinions on the novel's

themes, characters, and cultural significance. During such exercises, instructors can guide effective communication strategies and academic language use, empowering students to engage in meaningful discourse with greater confidence and clarity. By fostering a supportive atmosphere and offering targeted guidance, educators can help students overcome challenges and develop the necessary skills to effectively articulate their ideas and perspectives in English, ultimately enhancing their overall literary and academic competence.

4.3. Results of the Qualitative Study

The qualitative study constitutes the final phase of the explanatory sequential mixed methods research design. This phase involved conducting semi-structured interviews with literature teachers from various Algerian universities. The primary objective of these interviews was to delve into the teachers' perceptions and experiences regarding implementing the Language-Based Approach in enhancing literary competence among second-year EFL students. This qualitative component is significant as it provides nuanced insights that complement the quantitative data, offering a deeper understanding of the pedagogical dynamics and the contextual factors influencing the effectiveness of the intervention. Through these interviews, the researcher aimed to capture the subjective interpretations and practical observations of educators directly involved in the literary education of EFL students, thereby enriching the empirical basis of the study's findings.

4.3.1. Findings of the Teachers' Interviews

Section 1: Contextual and Pedagogical Challenges

Question One: Can you provide an overview of your professional profiles, academic qualifications, and teaching experiences in literature?

The interview's opening question aims to uncover our participating teachers' professional backgrounds, academic achievements, and teaching philosophies, focusing on their contributions and experiences in literature education.

The first teacher (Teacher 1), a male professor from the University of Algiers, holds a PhD in Literary Texts and brings 18 years of rich teaching experience. His academic journey and professional dedication have been central to exploring and disseminating the nuances of literary texts to undergraduate EFL students, highlighting his role in the academic community as a seasoned educator and scholar in the literary domain.

In contrast, Teacher 2, another male professor from the University of El Oued, possesses a Ph.D. in Literary Criticism and has spent nine years in academia, shaping his career around the

critical analysis of literature. His contributions to the field, particularly in fostering a critical understanding of literature among students, underscore the dynamic and evolving nature of literary studies in Algeria.

On the other hand, the female participants bring a complementary perspective and depth to this study. Teacher 3, hailing from the University of El Oued with a PhD in Literary Texts, has 12 years of teaching experience. Her focus on literary texts and her pedagogical strategies reflect a commitment to enhancing literary competence among EFL learners, bridging gaps between linguistic proficiency and literary appreciation.

Teacher 4, a female professor from the University of Tlemcen with a PhD in Comparative Literature and 14 years of teaching experience, offers a unique lens through which literature's intertextual and comparative aspects are explored. Her interdisciplinary approach enriches the academic discourse on literature and broadens students' horizons beyond the confines of single literary traditions.

Lastly, Teacher 5, the most experienced among the group, is a female professor from the University of Annaba with a Magister degree in Literary Texts and a remarkable 21 years of teaching experience. Her extensive tenure and profound engagement with literary texts have allowed her to witness and contribute to the evolution of literary education in Algeria, emphasising the enduring value of literature in shaping critical thinkers and empathetic individuals.

Question Two: Can you describe your experience teaching literature to undergraduate students in an EFL setting in Algeria?

Teacher 1 emphasises the challenge of linguistic barriers, noting that many students struggle with English proficiency, making it difficult to fully appreciate literary texts' depth and nuances. He underscores the importance of patience and innovative teaching methods, such as simplifying texts and using multimedia aids, to bridge this gap. His approach is rooted in a realistic understanding of the students' initial capabilities and a commitment to gradually enhancing their linguistic and analytical skills.

Teacher 2 discusses the difficulty of fostering a culture of critical thinking in the literature classroom. He points out that students often focus on language acquisition rather than literary analysis, hindering their ability to engage deeply with texts. By integrating various critical perspectives and encouraging open discussion, he aims to spark his students' curiosity and analytical mindset, guiding them to see literature as a medium for exploration and inquiry.

Teacher 3 reflects on the challenge of making literature relevant to students' lives, recognising that many initially see it as merely an extension of their English language studies. She

highlights the significance of connecting literary themes to contemporary issues and personal experiences, making literature a tool for cultural understanding and personal growth. Her teaching philosophy makes literature accessible and engaging, demonstrating its value beyond the classroom.

Teacher 4 discusses the complexities of teaching comparative literature, which requires students to navigate multiple cultures and languages. She focuses on enriching students' understanding of literature's intertextual connections, encouraging them to draw parallels between diverse literary traditions. Her approach fosters a broader understanding of the world through literature, challenging students to think beyond their linguistic limitations and appreciate the universal themes in literature.

Teacher 5 talks about the evolving landscape of literary education, acknowledging her students' diverse backgrounds and language proficiency levels. She stresses the importance of adapting teaching methods to meet the changing needs of students, blending traditional and innovative approaches to keep literature both accessible and intriguing. Her experience has taught her the value of literature in developing critical thinking and empathy, aiming to instil a lifelong passion for reading in her students.

Question Three: What are the most significant challenges you face when teaching literature to EFL students at the bachelor's level?

Understanding the complexities of teaching literature to EFL students at the bachelor's level from the perspective of the interviewed teachers, we can draw upon their expertise and experiences to identify the most significant challenges they face. Each teacher's unique approach and background highlight these challenges, offering a rich, multifaceted view of the educational landscape.

Teacher 1, with his profound engagement in literary texts, might say, "One of the most significant challenges is bridging the linguistic gap for students. The intricate language of literature, filled with nuanced meanings, metaphors, and cultural references, often poses a substantial barrier. It is not merely about understanding English but about delving into the depths of its literary expression, which requires a higher level of linguistic and cultural competence."

Teacher 2, focused on literary criticism, could emphasise the analytical aspect: "The challenge lies in cultivating an analytical mindset. Students often struggle to move beyond surface-level comprehension to critically analyse and interpret literary works. Encouraging them to question and engage with texts in a deeper, more meaningful way, considering the various critical perspectives, is a task that requires patience and innovative teaching strategies."

Teacher 3, emphasising literary texts, might highlight the relevance of literature: "Making literature relevant to EFL students is a significant challenge. It is crucial to connect the themes and narratives of literature to the student's lives and experiences, bridging cultural and temporal gaps to foster a genuine interest and appreciation for literary studies."

Teacher 4, specialising in comparative literature, could highlight the complexity of navigating multiple literary traditions: "The challenge is exposing students to the vast landscape of world literature while ensuring they understand and appreciate the intertextual connections and cultural nuances. It is about broadening their horizons while deepening their understanding of the complexities of literary texts."

Teacher 5, with her extensive experience and focus on literary texts, might discuss the evolution of teaching methods: "Adapting teaching methodologies to the changing dynamics of student engagement and technological advancements presents a significant challenge. Finding effective ways to use technology to enhance literary education while addressing students' diverse needs and language proficiency levels is a continuous process of learning and adaptation."

Each teacher illuminates the distinct challenges of teaching literature to EFL students through their unique lens, from linguistic barriers and critical analysis to cultural relevance, comparative understanding, and pedagogical adaptation. Their insights reflect a comprehensive view of the educational challenges and the innovative approaches required to overcome them.

Question Four: Based on your experience, what are students' primary difficulties when engaging with literary texts in English?

In the Algerian EFL context, students face difficulties engaging with literary texts in English. Educators, deeply embedded in the nuances of language and literary education, have observed and analysed this scenario. Their insights shed light on the multifaceted nature of these challenges, ranging from linguistic hurdles to the complexities of literary analysis.

A significant barrier highlighted by educators is the linguistic proficiency required to navigate literary texts. Teacher 1 noted, "Students often grapple with the basic language skills necessary for understanding English texts, which is compounded when faced with the dense and nuanced language of literature." This observation underscores the foundational challenge of language proficiency in literary studies.

The specialised nature of literary language further complicates students' engagement with texts. Teacher 2 elaborates: "The leap from conversational English to the literary language—replete with its metaphors, historical references, and cultural nuances—is a daunting gap for many

students." This quote emphasises the distinct challenge posed by the language of literature, which requires linguistic competence and cultural and historical awareness.

Additionally, students face a hurdle in developing critical thinking and interpretive skills. Teacher 3 reflects on this aspect, noting, "Students often struggle with moving beyond a surface-level understanding to analyse and interpret texts critically. Encouraging them to see beyond words to the underlying themes and ideas is a significant challenge." This perspective highlights the need for pedagogical approaches that foster more profound analytical skills.

The cultural distance between the students and the settings or themes of many English literary texts also presents a challenge. Teacher 4 mentions, "A cultural disconnect often makes it difficult for students to fully engage with and appreciate the literature. Bridging this gap requires understanding the text and its cultural and historical context." This insight points to the complexities of teaching literature from vastly different cultural backgrounds.

Lastly, Teacher 5 discusses the broader educational context, emphasising the importance of instilling a passion for literature amidst these challenges. "Our aim is not just to overcome these linguistic and cultural barriers but to ignite a love for literature that transcends these initial difficulties," she states. This quote reflects the ultimate educational goal: to foster a lasting engagement with literature that enriches students' lives beyond the classroom.

Together, these educators highlight the primary difficulties students face in the Algerian EFL setting when engaging with literary texts in English. These include the direct challenges of language proficiency and literary analysis, the broader issues of cultural relevance, and the development of a deep, personal connection to literature.

Question Five: How do these challenges impact students' attitudes and motivation to study literary texts?

The challenges identified by educators in teaching literature to EFL students at the bachelor's level profoundly impact students' attitudes and motivation towards studying literary texts. Drawing from the insights and experiences of the interviewed teachers, we can explore how these obstacles shape the learning environment and student engagement.

Teacher 1 might observe, "The linguistic barriers can lead to feelings of frustration and inadequacy among students. When they struggle to understand the basic language of the texts, it can diminish their confidence and interest in literature, making it seem inaccessible and irrelevant to their lives."

Teacher 2 could note the impact of analytical challenges, stating, "The difficulty in engaging critically with texts can make students feel overwhelmed and disinterested. If they do not see the

value in analysing literature or find it too challenging, their motivation to delve deeper into literary studies can wane, leading to a passive learning attitude."

Teacher 3 might highlight the relevance issue: "When students fail to connect with the themes and narratives of literary texts, it can lead to a lack of engagement and a superficial approach to studying literature. Without seeing the personal or cultural relevance, students may question the purpose of their literary studies, affecting their motivation and enthusiasm."

Teacher 4, focusing on comparative literature, could discuss the complexities of cultural and intertextual understanding, "The challenge of navigating multiple literary traditions without sufficient contextual knowledge can make students feel lost and disconnected. This can hinder their ability to appreciate the richness of literature and reduce their motivation to explore beyond their comfort zones."

Teacher 5 might reflect on the broader educational challenges, observing, "Adapting to new teaching methodologies and the rapid pace of technological change can be daunting for students. The constant need to adjust to different modes of learning and engagement can impact their motivation, making it harder for them to find a stable and effective learning rhythm."

These insights show that the challenges faced in teaching literature to EFL students can significantly impact their attitudes and motivation. From linguistic struggles to analytical barriers and the quest for relevance and adaptability, students may encounter a range of emotions, including frustration, disengagement, and a lack of confidence. Addressing these challenges requires innovative teaching strategies and a supportive learning environment that fosters trust, curiosity, and a deep appreciation for the value of literary studies.

Section 2: Assessing Literary Competence in the Algerian EFL Context

Question One: How do you define literary competence in the context of EFL learners at the university level?

Teacher 1 defines literary competence for EFL learners as the capacity to "not only understand and interpret English literary texts beyond their surface meaning but also to appreciate their aesthetic, cultural, and philosophical dimensions." He emphasises the importance of linguistic proficiency, critical thinking, and cultural empathy, enabling students to navigate literature's complexities in a second language. He says it is about developing "a nuanced appreciation of texts, recognising literary devices, themes, and historical contexts, and articulating their insights with clarity and depth." This definition highlights the multifaceted nature of literary competence, encompassing not only the ability to comprehend the literal meaning of a text but also the skills to analyse and appreciate its more profound layers of significance.

Teacher 2 sees literary competence as involving the ability of students to "critically analyse and engage with literary texts, understanding not just the 'what' but the 'how' and 'why' behind a text's creation." He highlights the significance of literature as a window to diverse worlds and perspectives, advocating for deep analytical skills and the capacity for scholarly debate and discussion. For him, literary competence means moving "beyond basic comprehension to a place where language and literature coalesce to form a deeper understanding of the human condition." This definition emphasises literary competence's critical and analytical aspects, stressing the importance of understanding the techniques and motivations behind literary creation and engaging in meaningful discussions about the texts.

Teacher 3 describes literary competence as the "capacity to connect personally and critically with literary works." She points out that this competence goes beyond linguistic accuracy, focusing on engaging with texts to stimulate personal growth, cultural understanding, and intellectual curiosity. It is about empathy, seeing literature as "a reflection of life," and the ability to "communicate one's understanding and interpretations effectively." This definition underscores the personal and emotional dimensions of literary competence, highlighting the importance of connecting with texts on a deeper level and using literature as a tool for self-reflection and growth.

Teacher 4 articulates that literary competence, especially in an EFL context, revolves around intertextuality and the comparative understanding of literature across cultures and languages. She believes it entails drawing connections between texts from different cultures and appreciating their contexts and aesthetic values. This competence requires "a robust command of the English language, alongside a well-developed ability to think critically and creatively about texts and their wider significance in the global literary canon." This definition emphasises the comparative and intercultural aspects of literary competence, highlighting the importance of understanding texts within their cultural contexts and being able to make connections across different literary traditions.

Teacher 5 explains literary competence as the result of "deep, empathetic engagement with literature that transcends language barriers." She focuses on understanding texts' narrative, thematic, and stylistic layers and how they convey meaning and evoke emotion. For her, literary competence at the university level involves cultivating "a love for literature that motivates independent exploration and the ability to discuss literature with insight and confidence, seeing beyond the words to the heart of what literature teaches us about life and ourselves." This definition emphasises literary competence's affective and transformative aspects, stressing the importance of developing a genuine love for literature and using it for personal and intellectual growth.

Overall, these definitions provided by the teachers offer a comprehensive and nuanced understanding of literary competence in the context of EFL learners at the university level. They highlight the various dimensions of literary competence, including the ability to comprehend and interpret texts, analyse and appreciate their aesthetic and cultural value, engage in critical discussions, and use literature for personal and intellectual growth. These insights underscore the complexity and richness of literary competence and provide a solid foundation for assessing and fostering this competence in EFL learners.

Question Two: Do you think literary competence is necessary for EFL students? If yes, why?

The interview progresses to explore the significance of literary competence for EFL students, focusing on why developing such competence is crucial for learners' academic and personal growth. This question sheds light on the broader implications of literary studies within the EFL context.

Teacher 1 articulates the value of literary competence as foundational for critical thinking and cultural literacy. He suggests that "literary competence enables students to engage with texts in a way that fosters critical inquiry and a deepened understanding of diverse cultures." In his view, such competence is about linguistic skills and preparing students to navigate the global landscape with empathy and insight. He believes this is essential for students in an increasingly interconnected world.

Building on this perspective, Teacher 2 emphasises enhancing analytical skills and academic discourse, noting, "Literary competence allows students to critique texts, construct arguments, and engage confidently in scholarly conversations." He argues that such competence equips students with essential tools for active participation in academic communities, enriching their educational experiences and preparing them for future scholarly endeavours.

For her part, Teacher 3 focuses on personal growth, stating that literary competence "facilitates emotional intelligence and personal reflection." She contends that literature allows students to explore complex human emotions and situations, enhancing their self-understanding and emotional growth.

Echoing the importance of a broadened perspective, Teacher 4 underscores the role of literary competence in broadening students' understanding of global cultures and histories. She explains, "Literature offers students insights into the thoughts, traditions, and values of people from various eras and locations." Such exposure is crucial for fostering global citizenship and cultural sensitivity, helping students appreciate the diversity of human experiences.

Lastly, Teacher 5 highlights the importance of narrative understanding and aesthetic appreciation, asserting, "Literary competence involves appreciating the beauty of language and the artistry of storytelling." She believes this appreciation enriches students' academic lives and bolsters their creative and innovative capacities.

The teachers collectively highlight the multifaceted importance of literary competence for EFL students, encompassing critical and analytical skills, personal and emotional growth, cultural understanding, and aesthetic appreciation. The development of literary competence is portrayed as a vital element in preparing students for the challenges of the globalised world, fostering empathy, creativity, and a lifelong love for learning and exploration.

Collectively, the teachers emphasise the multifaceted benefits of literary competence for EFL students, encompassing critical and analytical skills, personal and emotional development, cultural understanding, and aesthetic appreciation. They portray the development of literary competence as essential for preparing students to face the challenges of a globalised world, encouraging empathy, creativity, and a lifelong passion for learning and exploration.

Question Four: Based on your experience, how would you assess the overall level of literary competence among Algerian EFL undergraduate students?

Addressing the assessment of literary competence among Algerian EFL undergraduate students, particularly in the earlier years of university education, the educators share their candid observations, reflecting a consensus on the generally basic level of literary competence among this demographic.

Teacher 1 provides a foundational perspective, emphasising that many students struggle with the English language. It significantly hampers their ability to engage in complex literary analysis or appreciate the nuances of literary texts. This observation points to a core issue of language proficiency that directly affects their overall literary competence.

Following this thought, Teacher 2 adds, "While there is a genuine interest in literature among students, their capacity to engage critically with texts is limited." He notes, "Their analyses frequently remain at the surface level, with many finding it challenging to interpret symbolism, themes, or the cultural contexts of works." This highlights a critical thinking and analytical skills gap crucial for deeper literary understanding.

Teacher 3 points out the impact of this basic competence on students' engagement with literature. "Students are enthusiastic about reading and discussing the text, but their discussions often lack depth," she observes. They appreciate plots and characters but struggle to connect these

elements to broader literary, historical, or philosophical contexts." Her statement reflects a need for pedagogical approaches encouraging emotional and intellectual engagement with literature.

Echoing these sentiments, Teacher 4 remarks on the comparative aspect of literary studies, saying, "There is an observable curiosity about foreign literature, but students' attempts to compare texts across cultures are rudimentary." She stresses, "This reveals a basic level of literary competence, where even the interest in cross-cultural literature does not necessarily translate into sophisticated comparative analysis." This indicates a broader issue of developing intertextual understanding beyond mere familiarity with different texts.

Lastly, Teacher 5 shares a broader perspective on the trajectory of literary education. "Despite some progress in literary education methodologies, the initial level of literary competence among undergraduates remains fundamentally basic," she admits. "This basic competence challenges our efforts to elevate their understanding and appreciation of literature to the desired academic standard." Her reflection underscores the ongoing challenge educators face in bridging the gap between students' current competencies and the goals of higher literary education.

The teachers uniformly indicate that a significant barrier to advancing literary competence is the students' struggle with English proficiency. Teacher 1 links the students' language struggles with their inability to perform complex literary analysis or appreciate literary texts' nuances. This suggests that any intervention to improve literary competence must first address the foundational language skills, ensuring students have the linguistic tools necessary to access deeper textual meanings.

In sum, the educators' insights reveal a realistic picture of the literary competence among Algerian EFL undergraduates, characterised by a basic understanding and engagement with literature. These observations highlight the need for enhanced language support, more profound critical thinking development, and more effective strategies to foster a comprehensive literary competence beyond surface-level engagement.

Question Three: What critical components of literary competence do you aim to develop in your students?

The second question in this interview section seeks to identify the critical components of literary competence teachers aim to develop in their EFL students at the university level. This question is crucial for understanding the specific targets of literary education from the perspective of experienced educators in the field.

Teacher 1 states that the key components of literary competence he focuses on include "critical thinking, linguistic proficiency, and cultural awareness." He emphasises the importance

of students being able to "analyse texts not just for their content but for their structure, style, and the cultural contexts they emerge from." This approach aims to equip students with the skills to engage deeply with literary works and appreciate their complexity.

Teacher 2 highlights "interpretive skills, analytical thinking, and the ability to engage in scholarly discourse" as the core components he seeks to develop. He believes students should be able to "not only interpret literary texts but also critique them and articulate their thoughts in a manner that contributes to academic conversations." For him, literary competence involves a dynamic interaction with texts that moves beyond passive reading to active analysis and discussion.

Teacher 3 focuses on "empathy, personal connection, and the appreciation of literary aesthetics" as fundamental components. She points out that literature is a medium through which students can "explore human experiences and emotions, connecting with characters and situations on a personal level." She aims to foster a deep, emotional engagement with literature that enriches students' understanding of the world and themselves.

In his part, Teacher 4 identifies "intertextuality, comparative literary analysis, and cultural sensitivity" as key aspects of literary competence. She stresses the importance of students being able to "see the connections between texts from different cultures and historical periods, understanding their influences on each other." Her educational goals include broadening students' perspectives through the comparative study of literature and enhancing their ability to appreciate the diversity of literary expression.

Teacher 5 emphasises "narrative comprehension, thematic analysis, and stylistic appreciation" as the main components she aims to develop. She believes students should be skilled in "unravelling the layers of meaning in a text, understanding its themes, and appreciating the stylistic choices made by the author." She focuses on deepening students' literary analysis skills, enabling them to engage with literature nuanced and informedly.

The teachers' responses underscore a comprehensive and multi-dimensional approach to developing literary competence in EFL students. The emphasis on critical thinking, interpretive skills, empathy, intertextuality, and analytical abilities reflects a broad understanding of literary competence that transcends mere linguistic proficiency. These components are essential for enabling students to engage fully with the depth and breadth of literature, fostering a lifelong appreciation and understanding of literary works.

All in all, the responses provided by the teachers demonstrate a comprehensive and nuanced understanding of literary competence, one that encompasses a range of skills, knowledge, and

dispositions. By emphasising critical thinking, interpretive skills, emotional engagement, cultural sensitivity, and close reading, among other components, these teachers aim to develop in their students a deep and meaningful engagement with literature that goes beyond mere linguistic proficiency. Their approaches reflect a range of literary theories and pedagogical practices, highlighting the richness and diversity of literary education in the EFL context.

Question Five: What aspects of literary competence do students typically struggle with?

Educators provide a candid view into students' multifaceted challenges when discussing the aspects of literary competence with which Algerian EFL undergraduates typically struggle. These challenges span understanding the unique nature of literary language, grappling with the features of different literary genres, cultural nuances, aesthetic appreciation, analytical skills, motivation, and textual acumen.

Teacher 1 highlights the issue of literary language, noting, "Students often find the unique language used in literature, such as metaphors, idioms, and symbolic expressions, particularly challenging. This is compounded by their general struggle with English proficiency, making it difficult to appreciate literary texts' depth and beauty." His observation underscores the foundational language barrier that impedes students' ability to engage with the stylistic aspects of literature.

Expanding on this, Teacher 2 addresses the diversity of literary genres, stating, "The distinct features and conventions of different literary genres pose a significant challenge. Students tend to approach a poem in the same way they would a short story or a novel, not recognising the unique techniques and interpretations each genre demands." This lack of genre-specific understanding reflects a gap in students' textual insight and ability to navigate literature's varied landscapes.

Teacher 3 points to cultural and historical contexts as areas of difficulty. "Our students struggle with many English literary works' cultural and historical underpinnings. They find it hard to relate to or understand the significance of certain cultural references, which limits their ability to engage with and interpret texts fully." This highlights the need to integrate cultural literacy into literary education to enhance students' interpretive capabilities.

On the matter of aesthetic appreciation and analysis, Teacher 4 observes, "There is a noticeable struggle among students to analyse and appreciate the aesthetic qualities of literature. They often overlook the importance of form, narrative technique, and stylistic choices, focusing instead on plot summary or character analysis without delving into deeper textual analysis." This indicates a need for developing analytical skills to uncover the layers of meaning in literary works.

Lastly, Teacher 5 reflects on motivation and engagement: "A significant challenge is sustaining students' motivation and deep engagement with literature. Many students view literary studies as merely an extension of their English language learning, lacking intrinsic motivation to explore literature for its own sake." She also mentions the challenge of developing textual acumen, "Students' ability to critically engage with and dissect texts, recognising thematic depth, narrative structures, and character development, is often limited, reflecting a broader struggle with deep reading practices."

The educators identify a wide array of challenges that impede the development of literary competence among Algerian EFL undergraduates. These include linguistic barriers, genre-specific understanding, cultural literacy, aesthetic appreciation, analytical skills, and intrinsic motivation. Addressing these challenges requires a comprehensive approach that enhances language proficiency, fosters cultural and aesthetic awareness, and nurtures a genuine interest in the rich tapestry of literature.

Question Six: How do you address these challenges, especially regarding student engagement and comprehension?

Educators address the challenges of student engagement and comprehension in literary studies, particularly those related to the complexities of literary language, themes, cultural context, and other aspects, by implementing various strategies rooted in real classroom experiences. These approaches aim to enhance students' engagement with literature and improve their comprehension and analytical skills.

Teacher 1 discusses the use of simplified and annotated texts to tackle the issue of literary language, stating, "To make literary language more accessible, I often start with simplified versions of classic texts or provide annotated editions that explain difficult words and phrases. This helps students build confidence before moving on to more complex versions. Additionally, incorporating multimedia resources like film adaptations or audio readings can aid comprehension and spark interest."

Addressing the challenge of engaging students with literary themes and cultural contexts, Teacher 2 emphasises relevance's importance: "I try to select texts or excerpts that resonate with students' experiences or contemporary issues. By drawing parallels between the literature and their own lives or current events, students can find personal connections to the themes, making the literature more engaging and understandable. Discussions and group projects based on these connections encourage deeper exploration and understanding."

Teacher 3 focuses on interactive teaching methods to enhance engagement and comprehension, "Interactive classroom activities, such as role-playing, debate, and literature circles, encourage active participation and allow students to explore different perspectives within a literary work. This hands-on approach helps demystify complex themes and fosters a collaborative learning environment where students feel more comfortable expressing their thoughts and analyses."

To address cultural challenges, Teacher 4 incorporates cross-cultural studies into the curriculum, "I integrate comparative literature studies that include works from various cultures alongside Western texts. This exposes students to a wider range of cultural contexts and literary traditions, enhancing their global literary understanding. Encouraging research projects on the cultural background of non-Western texts also helps students appreciate the diversity of literary expression."

Lastly, Teacher 5 utilises technology and digital tools to support student engagement and comprehension, "Digital tools like online forums, blogs, and social media platforms offer spaces where students can discuss literature outside the classroom. Using technology to create interactive assignments, such as digital storytelling or virtual presentations, also helps engage students with literature innovatively, making analysing and discussing literary themes and cultural contexts more accessible and engaging."

Educators employ various strategies to overcome student engagement and comprehension challenges within literary studies. By adapting materials, making literature relevant, using interactive teaching methods, incorporating cross-cultural perspectives, and leveraging digital tools, they aim to create a more inclusive, engaging, and effective learning environment that supports students in navigating the complexities of literary language, themes, and cultural contexts.

Question Seven: Have you observed any changes in the levels of literary competence among students over the years? If so, what are these changes?

Educators reflect on the evolution of literary competence among Algerian EFL undergraduates, providing a nuanced perspective that acknowledges progress and ongoing challenges in literary education.

Teacher 1 observes, "Over the years, there has been a modest improvement in some students' ability to engage with and analyse literary texts, particularly among those who are inherently motivated and take a deep interest in literature." However, he quickly tempers this positive note by adding, "But, in general, the level of satisfaction with the development of literary competence

across the student body remains low. Many still struggle with the basic aspects of literary analysis and appreciation, indicating a need for more effective teaching strategies and support."

Echoing this sentiment, Teacher 2 notes, "I have seen a slight increase in the number of students who can critically engage with literary works, which is encouraging. However, this is more of an exception than the norm." He elaborates, "The majority of students continue to find difficulty with the unique language of literature and the critical thinking required for deep literary analysis, suggesting that while there are pockets of improvement, overall progress is limited."

Teacher 3 shares a similar observation: "There has been some positive change in students' willingness to explore diverse literary genres and cultures, likely due to broader access to global literature through digital platforms." However, she also points out, "Despite this increased exposure, the ability to deeply understand and analyse these texts has not seen a corresponding growth, reflecting a gap between access to literature and the development of literary competence."

From a different angle, Teacher 4 comments, "In terms of aesthetic appreciation and understanding of literary styles, there has been a slight improvement among a small group of students who are passionate about literature." Nevertheless, she underscores, "This improvement is not widespread, and many students still struggle with appreciating the aesthetic aspects of literature or understanding the complexity of different literary genres."

Teacher 5 provides a broader perspective: "Over the years, there has been a gradual but noticeable shift towards incorporating technology and multimedia resources in teaching literature, which has helped engage students to some extent." Nevertheless, she concludes, "The overall satisfaction with the level of literary competence among students remains poor, with significant work still required to enhance their critical analytical skills, cultural understanding, and appreciation of literary aesthetics."

In summary, while educators have observed individual cases of improvement and specific positive trends in literary engagement among students, the consensus points to general dissatisfaction with the overall development of literary competence over the years. The observations suggest that, despite some progress, challenges in linguistic barriers, critical analysis, and deep appreciation of literature persist, indicating a need for continued innovation in teaching methodologies and support mechanisms to foster a more profound and widespread growth in literary competence.

Question Eight: How do you distinguish between language proficiency and literary competence in your students? Can high language proficiency mask issues with deeper literary understanding?

When addressing the distinction between language proficiency and literary competence among students, educators offer insights that reflect this relationship's complexity in teaching EFL literature. They also consider whether high language proficiency can obscure deeper issues in literary understanding, providing a realistic assessment of how these two dimensions interact in the educational setting.

Teacher 1 comments on the foundational role of language proficiency, stating, "Language proficiency is indeed the fuel of literary competence; it is the essential base that allows students to access and engage with literary texts." He adds, "True literary competence requires more than just language skills. It demands an understanding of literary devices and themes and the ability to think critically about texts. We strive to orient our language teaching with a strong component of literary pedagogy to bridge this gap."

In addressing the second part of the question, Teacher 1 suggests, "High language proficiency can sometimes mask issues with deeper literary understanding. A student may be able to read and comprehend texts fluently but still struggle to interpret or analyse them at a deeper level. It is crucial, therefore, to assess literary competence separately, ensuring that students are not just linguistically adept but also literarily insightful."

Teacher 2 elaborates on this distinction: "While language proficiency enables students to decode texts, literary competence involves interpreting, analysing, and appreciating these texts in a cultural and aesthetic context." He acknowledges, "In some cases, high language proficiency can give the illusion of comprehensive literary understanding. Students who speak eloquently or write flawlessly might still lack the depth of analysis or the ability to engage with complex literary ideas, highlighting the need for targeted literary instruction."

Teacher 3 points out, "We often see students who are highly proficient in English struggle with the subtleties of literary analysis. This is because literary competence involves different skills, including engaging with ambiguity, recognising symbolic language, and understanding narrative techniques, which are not always covered in language learning."

Concerning the potential for high language proficiency to mask more profound issues, Teacher 3 adds, "Yes, students can navigate their lack of deep literary understanding through high language proficiency, especially in tasks focused on surface-level comprehension or basic analysis. Our assessments must be carefully designed to tease apart these competencies."

Teacher 4 offers a practical perspective, "In our curriculum, we distinguish between these competencies by incorporating specific literary analysis exercises and discussions that require

more than just language understanding. This helps us identify students who might be linguistically strong but need more support in developing their literary analytical skills."

Finally, Teacher 5 reflects on the educational approach, "High language proficiency is a great advantage for students in accessing literature. However, without a solid foundation in literary pedagogy, this proficiency might not translate into true literary competence. We focus on developing both, ensuring our students can read and understand English literature and think critically and creatively about it."

In summary, while language proficiency is a critical component of literary competence, educators recognise it as merely the starting point. Actual literary competence encompasses a broader range of skills, including critical thinking, cultural awareness, and interpreting and analysing texts beyond their literal meaning. The possibility that high language proficiency might mask deficiencies in literary understanding underscores the importance of integrating literary pedagogy into language instruction, ensuring that assessments and teaching strategies are designed to cultivate both linguistic and literary skills in a balanced and effective manner.

Question Nine: Can you share examples of assessing your students' literary competence?

Educators share their methods for assessing students' literary competence, providing real examples from their teaching experiences that illustrate various approaches to evaluate different aspects of literary understanding and analysis.

Teacher 1 discusses a multifaceted approach to assessment, "One method I use involves analytical essays where students must interpret a literary text, focusing on themes, character development, and use of literary devices. This not only assesses their understanding of the text but also their ability to express their analysis coherently. Additionally, I conduct classroom discussions to gauge their immediate comprehension and critical thinking abilities in a more dynamic setting."

Teacher 2 highlights the importance of symbolic language analysis, "In my assessments, I often ask students to study the different literary techniques in the works, focusing on a specific thematic or stylistic element. This tests their understanding of each work and ability to identify and articulate the connections and divergences between them, providing insight into their deeper literary analytical skills."

Teacher 3 incorporates creative projects into her assessment strategy, "To assess literary competence, I sometimes assign projects where students must create their own short story or poem inspired by a literary work we have studied. This requires them to demonstrate their understanding of the original work's themes and styles and their ability to apply these in a creative context. It is a way to assess their interpretive skills and creative engagement with literature."

Teacher 4 focuses on class participation and presentations, "I assess literary competence through student-led discussions and presentations on assigned texts. This allows me to evaluate their ability to research, interpret, and present literary analysis, including understanding context, themes, and symbolism. It also gives me insight into their ability to engage with their peers' perspectives and refine their interpretations in response."

Lastly, Teacher 5 employs a method that combines traditional and innovative assessments, "I use a mix of written examinations, which include text analysis and critical essays, and digital storytelling projects, where students use multimedia elements to interpret or adapt literary works. This combination allows me to assess various skills from textual acumen to creative interpretation and technological proficiency in presenting literary analysis."

In conclusion, these educators employ various assessment methods to evaluate their students' literary competence, from traditional essays and exams to creative projects and interactive discussions. These methods cover a broad spectrum of literary skills, including critical analysis, thematic interpretation, innovative application, and the ability to engage in scholarly discourse. Each approach is designed to provide a comprehensive picture of the student's literary understanding and analytical capabilities, reflecting the multifaceted nature of literary competence.

Section 3: Implementing the Language-Based Approach

Question One: Can you describe your initial thoughts on the Language-Based Approach in literature teaching?

In discussing the Language-Based Approach to literature pedagogy, educators offer their initial thoughts and definitions, shedding light on how this method integrates language learning with literary analysis to enhance linguistic proficiency and literary competence.

Teacher 1 views the Language-Based Approach as "a pedagogical strategy that foregrounds literature as a medium for language learning, where the linguistic aspects of texts—such as vocabulary, grammar, and syntax—are as much a focus as thematic, stylistic, and cultural analysis. This approach enhances students' language skills and deepens their literary understanding by treating literary texts as rich sites for language acquisition and exploration."

Teacher 2 elaborates on this: "The Language-Based Approach to me means integrating the study of language and literature in a way that each informs and enriches the other. It is about moving beyond the traditional division between language learning and literary studies, using literary texts as vehicles for language learning while engaging students in critically analysing these

texts as literary works. It recognises the inherent value of literature as both art and language practice."

Teacher 3 emphasises the approach's holistic nature, "I see the Language-Based Approach as a holistic method that encourages students to see language not just as a tool for communication but as an artistic medium. By closely reading and analysing literary texts, students learn to appreciate the nuances of language and its potential for meaning-making while developing critical thinking and interpretative skills essential for literary competence."

Teacher 4 focuses on the approach's practical implications, "Initially, my understanding of the Language-Based Approach is that it is a practical way to bridge the gap between learning English and appreciating English literature. It involves using literature to teach language skills, from grammar and vocabulary to the subtleties of tone and style, making literature a dynamic source of language learning that cultivates an appreciation for literary aesthetics and themes."

Lastly, Teacher 5 considers its impact on students' engagement, "To me, the Language-Based Approach represents a pedagogical shift towards more engaged and meaningful learning. It is a way to make literature relevant to language learners by demonstrating how literary texts can illuminate language use and structure, thereby fostering a deeper engagement with the language and the texts themselves. It is about making literature accessible and compelling as a means to language proficiency."

Educators conceptualise the Language-Based Approach in literature pedagogy as a method that simultaneously advances language learning and literary analysis. This approach is appreciated for its ability to use literature to enhance linguistic skills while fostering a deep appreciation for literary texts as works of art and cultural expression. This integrative method enriches students' understanding of language and literature, making their educational journey more holistic and interconnected.

Question Two: Have you incorporated elements of the LBA into your teaching practices? If so, can you provide specific examples?

Educators share their experiences by incorporating elements of the language-based approach into their teaching practices, reflecting a range of engagements and methodologies tailored to their pedagogical philosophies and the specific needs of their students.

Teacher 1 admits to not incorporating elements of the LBA into his teaching practices. He explains, "While I recognise the potential benefits of the Language-Based Approach in bridging language learning with literary analysis, I have not yet integrated this method into my curriculum. I have traditionally focused on deep literary analysis and critical theory, with language skills

considered a prerequisite rather than an integrated part of literary study. However, I am open to exploring this approach in the future to enhance my students' linguistic and literary competence."

Teacher 2, on the other hand, enthusiastically embraces the LBA, providing a detailed example of its application, "I have actively integrated the Language-Based Approach into my teaching, especially through close reading exercises. For instance, when studying poetry, we dissect the poem's language—its metaphors, syntax, and diction—to understand its thematic depth and improve students' language skills. This dual focus has enabled students to appreciate language's aesthetic qualities while enhancing their vocabulary and grammatical understanding."

Teacher 3 combines the LBA with other approaches for a more holistic pedagogy. She shares, "I have found that integrating the Language-Based Approach with cultural-historical approaches enriches students' learning experiences. For example, while analysing a Victorian novel, we examine the period's historical context and linguistic features, such as archaic language and social dialogues, to deepen students' understanding of the era's text and the English language. This interdisciplinary method fosters a comprehensive appreciation of literature's cultural and linguistic dimensions."

Teacher 4 acknowledges only limited use of the LBA, stating, "My engagement with the Language-Based Approach has been minimal and highly selective. For example, in discussing Shakespeare's plays, I might focus on Elizabethan English, its peculiarities and beauty, to help students navigate the text's language. However, these instances are rare, and my teaching largely remains within traditional literary analysis frameworks."

Lastly, Teacher 5 describes a more committed application of the LBA, particularly for first-year students, "In the first year, I prioritise the Language-Based Approach to ease students into literary studies through language learning. We start with simple short stories, analysing narrative voice and tense to understand the story and improve language skills. This approach helps first-year students grasp basic literary concepts and language structures simultaneously, making literature more accessible and engaging."

Teachers' experiences with the LBA vary widely, from those who have not explored its integration into their teaching to those who have made it a cornerstone of their pedagogical approach. This diversity in application highlights the adaptability of the LBA to different teaching styles and objectives, offering a range of possibilities for enhancing both language proficiency and literary understanding in EFL settings. The examples provided demonstrate the potential of the LBA to create a more engaging and comprehensive learning environment where students can explore the depths of literature through the lens of language learning.

Question Three: What challenges have you faced while implementing the Language-Based Approach in your literature classes?

Implementing the Language-Based Approach (LBA) in literature classes within the Algerian EFL context presents a unique set of challenges as educators navigate the complexities of teaching literature to students who are also non-native English speakers. These challenges range from student resistance to linguistic barriers, limited resources, and the integration of cultural content.

Teacher 1 mentions the difficulty of student resistance, stating, "Some students, especially those more interested in literature for its thematic and narrative aspects, resist the LBA's focus on language learning within literary studies. They feel that excessive focus on language mechanics can detract from their enjoyment and appreciation of the literature." He highlights the challenge of balancing language instruction with literary analysis to maintain student engagement and interest.

Teacher 2 addresses the linguistic barrier, explaining, "The varying levels of English proficiency among students can significantly impact the effectiveness of the LBA. For instance, when we dissect complex poetic forms or nuanced narrative voices, students with lower language proficiency struggle more, which can slow down the class's overall progress." She emphasises the need for differentiated instruction to accommodate these varying levels of language skills.

Teacher 3 discusses the issue of limited resources, "Finding appropriate materials that align with the LBA's objectives, particularly ones that suit our specific Algerian EFL context, is challenging. Creating our materials or adapting existing ones to include linguistic and literary analysis takes considerable time and effort." She cites the example of adapting a classic English novel by providing glossaries, cultural annotations, and language-focused discussion questions to bridge this gap.

Teacher 4 highlights the challenge of integrating cultural content, "The LBA requires us to not only teach language through literature but also to incorporate cultural awareness. This can be daunting when dealing with literature from very different cultural backgrounds than our students are familiar with. For example, exploring American literature's cultural nuances, such as the historical context of the American Dream in 'The Great Gatsby,' demands extra effort to make these concepts accessible and relevant to our students."

Teacher 5 reflects on the pedagogical adjustments needed, "Adopting the LBA necessitated significant changes in my teaching methods. It was challenging to shift from a traditional literature teaching focus to one equally prioritising language learning. Initially, there was a learning curve

in designing activities and assessments that accurately reflected literary analysis and language acquisition goals."

Question Four: In your opinion, how does the Language-Based Approach influence the teaching and learning of literature in an EFL context?

Educators share varied perspectives on the influence of the Language-Based Approach on teaching and learning literature in an EFL context, acknowledging its potential benefits while considering its limitations and challenges.

Teacher 1, despite not incorporating the LBA into his teaching, recognises its potential, especially for beginners. "In theory, the Language-Based Approach should significantly enhance the EFL learning experience by merging language acquisition with literary appreciation. For beginner students, particularly, it offers a structured method to learn the English language and understand the intricacies of literary texts, their techniques, and stylistic features. However, the success of this approach heavily depends on how it is implemented and integrated with broader literary studies."

Teacher 2, a proponent of the LBA, sees it as transformative. "The Language-Based Approach has revolutionised teaching literature in an EFL context. It allows students to engage with literature as readers and language learners, making every literary text a comprehensive lesson in both language and analysis. This dual focus helps students better grasp literary concepts and language nuances simultaneously, which is particularly effective for those beginning their literary studies."

Teacher 3 offers a balanced view, highlighting both strengths and limitations. "While the Language-Based Approach offers a solid foundation for beginners, integrating language learning with literary analysis is challenging. As students advance, the emphasis on language can sometimes overshadow deeper literary analysis and critical interpretation. Therefore, while it is an effective starting point, it is crucial to gradually shift focus towards more sophisticated literary criticism as students' language proficiency improves."

Teacher 4 expresses some reservations about the LBA's broad applicability. "The Language-Based Approach certainly has its merits, particularly in engaging beginner EFL students with literature through language. However, its effectiveness can vary depending on students' learning styles and the specific literary genres taught. There is a risk of simplifying literature to its linguistic components at the expense of its emotional and cultural richness."

Teacher 5, who frequently uses the LBA, especially with first-year students, emphasises its practical benefits. "In my experience, the Language-Based Approach is particularly effective in

the EFL context for developing a comprehensive understanding of both the language and the literary texts. By focusing on language through literature, students become more attentive to nuances in meaning, narrative structure, and character development, which enriches their learning experience. It is an essential method, especially for beginners, to cover all aspects of the language of literary texts and its techniques."

Overall, educators agree that the Language-Based Approach can significantly influence the teaching and learning of literature in an EFL context, offering a unique opportunity to integrate language learning with literary analysis. While it is viewed as an effective method, particularly beneficial for beginner students, to become familiar with the language and techniques of literary texts, opinions vary regarding its application and effectiveness at more advanced levels of study. The consensus suggests that while the LBA is a valuable pedagogical tool in the early stages of literary education, it should be complemented with other approaches as students' language proficiency and analytical skills advance.

Question Five: From your perspective, what are the potential benefits of using the LBA in teaching literature to EFL students?

Teacher 1, who has not employed the LBA, states, "I have no direct experience with the Language-Based Approach to discuss its benefits confidently. However, from a theoretical standpoint, it seems to be one of the most promising approaches when integrated with other teaching techniques. It could offer a comprehensive way to engage students with the multifaceted nature of literary texts, enhancing their linguistic skills and literary understanding."

Teacher 2 focuses on the immersive language learning experience, "The LBA immerses students in the richness of the English language through literature, providing them with an authentic context for language learning. This immersion improves their linguistic proficiency and deepens their appreciation for literary texts, including understanding various genres, narrative techniques, and stylistic nuances. It is a holistic approach that brings literature to life, making language learning more relevant and engaging."

Teacher 3 highlights the development of critical thinking skills, "One of the key benefits of the LBA is its capacity to cultivate critical thinking and analytical skills in students. By engaging directly with literary texts, students learn to identify themes, analyse character development, and interpret symbolic language, all within the language learning framework. This approach encourages a deeper, more nuanced engagement with texts, promoting a level of analysis that goes beyond surface comprehension."

Teacher 4 emphasises cultural and aesthetic appreciation, "Using the LBA can significantly enhance students' cultural and aesthetic appreciation of literature. It allows them to explore diverse cultural contexts and literary traditions, understanding how cultural identities shape and shape language. This method fosters a global perspective, encouraging students to appreciate the beauty and complexity of literature worldwide."

Lastly, Teacher 5 points out the motivational aspect: "The LBA has the potential to increase students' motivation and engagement with literature significantly. By connecting language learning with exploring literary texts, students see a direct application of their language skills, which can be incredibly motivating. This approach also allows for a more dynamic classroom experience, with discussions, analyses, and creative projects that make literature accessible and compelling."

In conclusion, while perspectives on the LBA vary, there is a shared acknowledgement of its potential benefits in teaching literature to EFL students. These include providing an immersive language learning experience, developing critical thinking and analytical skills, enhancing cultural and aesthetic appreciation, and increasing student motivation and engagement. Even the educator who lacks direct experience with the LBA recognises its value when integrated with other techniques, suggesting a broad consensus on its potential to enrich the teaching and learning of literary texts in an EFL context.

Question Six: Of the five pillars of literary competence (comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application), which do you believe benefitted the most from LBA? Why?

Exploring the impact of the LBA on the five pillars of literary competence, experts share their insights on how each pillar benefits from the suggested teaching approach. Their perspectives reflect various experiences and pedagogical focuses, offering a nuanced view of the LBA's effectiveness in enhancing literary competence among EFL students.

Teacher 1 observes that "textual acumen" benefits significantly from the LBA, as it "directly engages students with the language of literature, enhancing their understanding of vocabulary, grammar, and syntax in literary contexts." He notes that "comprehensive engagement" and "analytical application" also improve considerably because the approach encourages active participation and critical analysis of texts. However, he mentions that "cultural awareness" benefits the least, as the focus on language might not always translate into a deeper understanding of cultural contexts unless explicitly integrated into the curriculum.

Teacher 2 highlights "aesthetic insight" as the pillar most enriched by the LBA, explaining that "students gain a deeper appreciation for the craft of writing, including the use of literary devices and the beauty of narrative structures." She also sees substantial benefits in "textual acumen" and "analytical application". However, she agrees that "cultural awareness" receives relatively less direct enhancement, suggesting that additional strategies are needed to address this gap effectively.

Teacher 3 emphasises the importance of "comprehensive engagement," stating that the LBA "fosters a more immersive experience with literary texts, enhancing students' emotional and intellectual connection with literature." She finds that "textual acumen" and "aesthetic insight" benefit significantly from the focus on linguistic and stylistic analysis. However, she notes that while "cultural awareness" and "analytical application" are supported, they do not receive as much focus as the other pillars in her application for the LBA.

Teacher 4 believes that "analytical application" is particularly strengthened by the LBA, as it "encourages students to apply their linguistic knowledge to dissect and interpret literary texts critically." He observes improvements in "textual acumen" and "aesthetic insight" as well. However, he acknowledges that "comprehensive engagement" and "cultural awareness" are less directly impacted, suggesting the need for complementary teaching methods to bolster these aspects.

Teacher 5 points out that all pillars benefit from the LBA but to varying degrees. She sees the most substantial gains in "textual acumen" and "comprehensive engagement," explaining that "the approach helps students develop a detailed understanding of texts and fosters a holistic engagement with literature." "Aesthetic insight" and "analytical application" also improve. However, she concurs that "cultural awareness" tends to lag, emphasising the importance of integrating specific cultural studies into the LBA framework to address this shortfall.

In synthesis, while educators recognise the LBA's capacity to enhance various aspects of literary competence, they highlight differing levels of impact across the five pillars. "Textual acumen," "comprehensive engagement," and "aesthetic insight" are frequently cited as benefiting considerably, with "analytical application" also seeing notable improvements. However, "cultural awareness" is consistently identified as the area least affected by the LBA, indicating a need for targeted strategies to enrich students' understanding of cultural contexts within the literature curriculum. This collective feedback underscores the LBA's potential in literary pedagogy while also pointing to areas for further development and integration.

Question Seven: Are there any limitations or challenges associated with implementing the LBA in the Algerian EFL context?

Teacher 1 points out, "While the LBA excellently bridges language learning with literary analysis, its focus can sometimes be too narrow, particularly regarding the cultural contexts of texts. For example, when we explore British Victorian literature, the cultural nuances and historical contexts might not be adequately addressed, which are crucial for a comprehensive understanding of the works."

Regarding the appropriateness of the LBA, Teacher 2 notes, "The LBA is particularly beneficial for our undergraduate students, as it introduces them to both the English language and literature in an integrated manner. However, the challenge lies in selecting texts that are linguistically accessible yet rich enough in content to provide meaningful literary experiences."

Teacher 3 discusses the challenges of student engagement and motivation, "Some students initially find the LBA demanding, especially those struggling with language proficiency. They may feel overwhelmed by the dual focus on language literary texts, which can impact their motivation and engagement."

Teacher 4 raises a point about resource limitations, "A practical challenge we face is the lack of tailored resources that fit the specific needs of our students in the Algerian EFL context. Creating or adapting materials that cater to language and literary learning requires significant time and effort from educators."

Finally, Teacher 5 reflects on the broader educational context, "Implementing the LBA also means contending with the existing educational paradigms that traditionally separate language learning from literary studies. This requires curricular adjustments and a shift in teaching methodologies, which can be slow."

While the LBA offers a promising framework for integrating language and literature education, its implementation in the Algerian EFL context is challenging. These include a need for a greater focus on cultural contexts, selecting appropriate texts for students of bachelor level, maintaining student engagement, creating suitable resources, and adapting to curricular and pedagogical shifts. Addressing these challenges requires careful planning, resourcefulness, and ongoing support for educators and students.

4.4. Conclusion

The findings from this study unequivocally demonstrate the Language-Based Approach's positive impact on EFL students' literary competence. It has been established through detailed statistical analysis and interpretation that students subjected to the LBA exhibited significant

improvements in their ability to engage with, understand, and analyse literary texts. This enhancement was evident across various dimensions of literary competence, including comprehension and engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application. The research not only substantiates the theoretical underpinnings of the LBA but also highlights its practical efficacy in an EFL setting, thereby advocating for its broader application in literature teaching to cultivate a deeper appreciation and understanding of literature among EFL learners.

Chapter V

Conclusions, Recommendations, and Implications

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5.1. Introduction

The multifaceted study investigates the effectiveness of implementing a Language-Based Approach to enhance literary competence among undergraduate students. This research aimed to assess the impact of the approach on students' literary skills and compare these outcomes with those derived from traditional literature instruction methods. Additionally, the study explored students' and teachers' perceptions and experiences regarding the approach's effectiveness in improving literary understanding and appreciation. The key research questions addressed were:

- 1- To what extent does implementing the Language-Based Approach impact the literary competence of second-year EFL students?
- 2- How does the improvement in literary competence among students exposed to the Language-Based Approach compare with that of students receiving traditional literature instruction?
- 3- How do students describe their experiences and attitudes towards literature after implementing the Language-Based Approach?
- 4- How do teachers perceive the effectiveness of the Language-Based Approach in enhancing literary competence among EFL students?

Chapter four provided a comprehensive analysis of the data collected through a Sequential Explanatory Mixed Methods Design, utilising various methods, including surveys, an experiment, and interviews. The research began with a pre-treatment questionnaire administered to the control group (CG) and the experimental group (EG) to establish baseline data for the literature study among the students. Simultaneously, the experimental intervention was conducted, wherein the LBA methods were implemented with the EG, while the CG received conventional literature instruction. This phase aimed to address the first and second research questions, assessing the impact of the LBA on literary competence and comparing it with traditional teaching methods.

Following the experimental intervention, a post-treatment questionnaire was administered to the EG. This step aimed to gather insights into the third research question concerning changes in students' literary competence and attitudes towards literature after the intervention. Semi-structured interviews with literature teachers were conducted to explore the fourth research question regarding teachers' perceptions of the LBA's effectiveness. These interviews provided qualitative data that enriched the study's findings, offering more profound insights into the pedagogical impact of the approach.

The synthesis of findings from both quantitative data (pre- and post-treatment questionnaires and the experiment) and qualitative data (teacher interviews) provided a robust analysis of the effectiveness of the LBA. Based on the evidence gathered, this chapter discusses the conclusions drawn from the study, concluding with recommendations for further integrating the Language-Based Approach in EFL teaching and curriculum design. This structured approach has demonstrated significant potential in enhancing literary competence, engaging students more deeply with literature, and improving their analytical and interpretive skills.

5.2. Addressing the Research Questions

5.2.1. Conclusion of the First Research Question

The first research question of this study aims to provide a comprehensive assessment of the approach's effectiveness across multiple dimensions of literary competence among the students before and after the experiment. This overarching question is dissected further to delve deeper into specific areas of literary development. It examines changes in students' abilities to analyse literary texts, exploring whether the LBA enhances critical thinking and interpretative skills. Another assesses improvements in understanding literary language, which is crucial for engaging with texts more profoundly. The third examines how students' application of literary terms and concepts evolves, indicating their practical ability to employ literary knowledge. The significance of this question lies in its potential to affirm the value of the LBA and its capacity to guide future pedagogical strategies, ensuring that EFL students gain a robust and dynamic literary education that enhances their engagement with and appreciation of literature.

5.2.1.1. General Impact on Literary Competence

The LBA has proven to be a transformative force in the literary education of second-year EFL students at El Oued University, revolutionising their engagement with and understanding of literature. This innovative pedagogical approach, which seamlessly intertwines linguistic development with literary analysis, has enhanced students' overall literary competence and cultivated a deeper appreciation for the intricacies and aesthetics of literary works.

The empirical evidence gathered in this study paints a compelling picture of the LBA's effectiveness. Immersed in the LBA methodology, the experimental group consistently outperformed their counterparts in the control group across all dimensions of literary competence assessed. This remarkable disparity underscores the potency of the LBA in fostering a comprehensive understanding of literature that transcends surface-level comprehension.

The substantial gains observed in the Textual Acumen and Aesthetic Insight domains are particularly significant. The LBA's emphasis on close reading and attention to rhetorical devices

and techniques has empowered students to unravel the complex tapestry of meaning woven into texts, enabling them to appreciate the subtleties of language and the artistry of literary craftsmanship. This heightened sensitivity to literature's aesthetic dimensions is a testament to the LBA's capacity to cultivate literary skills, refined sensibility, and a keen eye for the nuances of creative expression.

Moreover, the LBA's impact extends beyond merely enhancing literary competence, fundamentally reshaping the learning experience. By bridging the gap between language acquisition and literary analysis, the LBA has created a dynamic and engaging educational environment that challenges students to think critically, explore creatively, and engage with literature on a profound level. This transformative approach not only enriches students' academic journey but also equips them with invaluable skills that transcend the boundaries of the classroom, preparing them for the intellectual demands of higher education and the professional world.

The success of the LBA in this study serves as a clarion call for a paradigm shift in EFL literary education. The impressive outcomes observed in the experimental group make a compelling case for the widespread adoption of LBA principles in similar academic contexts. By integrating the LBA into the curriculum, educators can unlock the full potential of their students, fostering a generation of critical thinkers, creative problem-solvers, and culturally literate individuals.

5.2.1.2. Improvement in Understanding Literary Language

LBA has proven to be a powerful tool in enhancing students' understanding of literary language, a crucial component of overall literary competence. The intervention's focus on the close reading of texts, attention to stylistic devices, and emphasis on the aesthetic dimensions of literature have yielded significant improvements in students' ability to navigate the complex terrain of literary expression.

One of the most striking outcomes of the LBA intervention is the students' heightened capacity to comprehend and appreciate the intricacies of literary texts. The between-subjects effects analysis revealed substantial gains in Textual Acumen, indicating that students have developed a keener eye for the subtle nuances of language and a more remarkable ability to unravel the layers of meaning embedded within literary works. This enhanced sensitivity to the fabric of the text is a testament to the effectiveness of the LBA in fostering a deep, intimate engagement with literature.

Moreover, the LBA's emphasis on the aesthetic dimensions of literature has cultivated a refined appreciation for the artistry of literary expression among students. The significant

improvements observed in Aesthetic Insight suggest that students have moved beyond a mere understanding of the mechanics of language to a genuine appreciation of its beauty and power. They have learned to recognise and savour the rhythms, cadences, and imagery that breathe life into literary works and to appreciate how form and content intertwine to create meaning.

This heightened aesthetic sensitivity is particularly crucial in literary education, as it enables students to engage with texts as repositories of information and as works of art that demand particular attention and contemplation. By nurturing this aesthetic sensibility, the LBA has opened up new avenues of literary exploration for students, inviting them to inhabit the imaginative worlds of texts and to participate in the creative process of meaning-making.

Another noteworthy achievement is the LBA's impact on students' understanding of symbolic meanings. The intervention's focus on close reading and interpretation has equipped students with the tools to penetrate the surface of texts and grasp the more profound significance beneath them. This ability to decipher the symbolic language of literature is a mark of advanced literary competence, as it requires a combination of linguistic proficiency, cultural literacy, and interpretive skills.

The students' enhanced capacity to engage with symbolic meanings reflects the LBA's holistic approach to literary education. By situating language learning within the broader context of literary analysis, the LBA has enabled students to bridge the gap between the mechanics of language and the meanings it conveys. This integrative approach has fostered a more comprehensive understanding of literature, recognising the inseparability of form and content and how language shapes and is shaped by the realities it represents.

5.2.1.3. Changes in Analysing Literary Texts

Language-based instruction has catalysed a significant transformation in how students analyse literary texts, equipping them with the tools and strategies to delve deeper into the intricacies of literature. The intervention's emphasis on close reading, attention to literary devices, and the interplay between form and content has fostered a more nuanced and sophisticated approach to textual analysis beyond surface-level understanding to uncover literary works' deeper meanings and significances.

One of the most striking changes observed in students' analytical capabilities is their enhanced ability to interpret themes. The LBA's focus on thematic analysis has equipped students with the skills to identify and trace the central ideas that animate literary texts, to explore how these ideas are developed and refined throughout a work, and to consider how they resonate with broader cultural, historical, and philosophical contexts. This ability to grasp the thematic

underpinnings of a text is a hallmark of advanced literary competence, as it requires a combination of interpretive insight, contextual knowledge, and critical thinking skills.

Moreover, the LBA's emphasis on the rhetoric reading of texts has sharpened students' ability to identify and appreciate authors' literary devices and techniques to create meaning. Students have learned to recognise and analyse how writers use imagery, symbolism, metaphor, and other figurative language to convey ideas, evoke emotions, and create aesthetic effects. This heightened sensitivity to the artistic dimensions of literature is a testament to the effectiveness of the LBA in cultivating a more refined and nuanced approach to textual analysis.

The students' enhanced ability to engage with complex narrative structures is another noteworthy outcome of the LBA intervention. The approach's focus on the interplay between form and content has enabled students to appreciate how the structure of a text contributes to its meaning, how the arrangement of events, the use of perspective, and the manipulation of time can shape our understanding of a story. This ability to navigate the complex architectures of literary works is a sophisticated skill that requires a keen sense of how the parts of a text relate to the whole.

Furthermore, the LBA's impact on students' understanding of figurative language is particularly significant. The intervention's emphasis on literature's aesthetic dimensions has heightened students' appreciation for how authors use language to create meaning beyond the literal level. Students have learned to recognise and interpret words' symbolic resonances, appreciate the expressive power of imagery, and grasp the conceptual significance of metaphor. This ability to engage with the symbolic dimensions of language is a crucial component of literary competence, as it enables students to participate in the imaginative worlds of texts and grasp the subtle nuances of meaning beneath the surface of words.

The changes observed in students' analytical capabilities are a powerful testament to the transformative potential of the LBA. The approach has fostered a more profound and meaningful relationship with literature by providing students with the tools and strategies to engage with literary texts on a deeper level. Students have moved beyond passive reception to active engagement, from mere comprehension to critical reflection. They have learned to interrogate texts, question their assumptions, and construct interpretations. This shift towards a more active and engaged approach to textual analysis is a significant achievement that can broadly transform students' relationship with literature and learning.

5.2.1.4. Evolution in Applying Literary Terms and Concepts

One of the most striking changes observed in students' application of literary terms and concepts is their increased confidence in dealing with poetic and rhetorical elements of the texts. The LBA's focus on the aesthetic dimensions of language has heightened students' sensitivity to how authors use figurative and stylistic techniques to create meaning and effect. Students have learned to identify and analyse the use of imagery, metaphor, symbolism, and other poetic devices and to consider how these elements contribute to the overall significance of a work. This enhanced ability to engage with the symbolic dimensions of language is a testament to the effectiveness of the LBA in cultivating a more nuanced and appreciative approach to literary analysis.

Moreover, the LBA's emphasis on literature's formal and structural aspects has refined students' ability to engage with and analyse literary genres and forms. Students have developed a keener understanding of the conventions and characteristics that define different literary modes, such as poetry, drama, and prose fiction. They have learned to recognise and appreciate how authors manipulate and subvert these conventions to create unique artistic effects. This heightened awareness of the formal dimensions of literature is a crucial component of literary competence, as it enables students to situate individual works within broader literary traditions and appreciate how authors innovate and experiment with form.

The evolution in students' application of literary terms and concepts is particularly significant given the challenges they initially faced in grasping these elements. The study highlighted that students found it moderately challenging to comprehend and employ literary terminology and concepts before the intervention. This finding is not surprising, as literary analysis's specialised vocabulary and abstract nature can be daunting for learners, especially those in an EFL context. However, the significant improvements observed post-intervention suggest that the LBA effectively addresses and mitigates these challenges.

The LBA's success in enhancing students' application of literary terms and concepts can be attributed to its integrative and contextualised approach to language learning. By situating the study of literary terminology and concepts within the broader context of textual analysis, the LBA has made these elements more accessible and meaningful for students. Rather than presenting literary terms as abstract entities to be memorised, the approach has encouraged students to engage with these concepts more hands-on and experientially. Through close reading, discussion, and interpretation, students have learned to apply literary terms and concepts to illuminate the texts they are studying and enrich their understanding of the literary craft.

Furthermore, the LBA's emphasis on the linguistic dimensions of literature has provided students with a solid foundation for engaging with literary terminology and concepts. The

approach has helped students develop a more intuitive understanding of the relationship between form and content by focusing on how language creates meaning and effect in literary texts. This understanding has, in turn, made it easier for students to grasp and apply literary terms and concepts, as they can see how these elements are rooted in the concrete realities of the text.

5.2.2. Conclusions of the Second Research Question

This research question aims to scrutinise the effectiveness of the suggested teaching method compared to traditional literature instruction methods in enhancing students' literary competence. It seeks to determine whether the LBA, which integrates linguistic skills with literary analysis, improves students' abilities to understand, analyse, and appreciate literature. The significance of this question lies in its potential to influence educational practices by providing empirical evidence on more effective teaching methodologies. By comparing these two approaches, the study assesses the LBA's efficacy. It contributes to broader pedagogical discussions about how best to equip EFL students with the critical skills necessary for deep literary engagement and comprehension.

5.2.2.1. An Integrative Method for Teaching Literature through LBA

The Language-Based Approach has emerged as a pedagogical tool for enhancing literary competence among EFL students, as evidenced by the experimental group's superior performance across all measured literary proficiency aspects. The LBA's integrative approach, which combines language learning with literary analysis, has proven remarkably effective in fostering a more comprehensive and nuanced understanding of literary texts.

One of the most striking outcomes of the LBA intervention is the significant gains observed in students' Textual Acumen and Aesthetic Insight. These findings suggest that the LBA enhances students' ability to comprehend and analyse literary works' content and cultivates a deeper appreciation for literature's stylistic and aesthetic dimensions. By focusing on the close reading of texts and examining linguistic and rhetorical devices, the LBA enables students to engage with literature on a more profound and meaningful level, beyond mere plot summary or character analysis.

The LBA's success in promoting a more holistic and multifaceted approach to literary study is particularly significant in the context of EFL education. Traditional methods of teaching literature in EFL settings often prioritise language acquisition over literary analysis or treat the two as separate domains. The LBA, in contrast, recognises the inherent interconnectedness of language and literature and seeks to leverage this relationship to enhance students' overall literary competence. By situating language learning within the context of literary study, the LBA provides

students with a more authentic and engaging platform for developing their linguistic and analytical skills.

Moreover, the LBA's emphasis on literature's aesthetic dimensions is crucial to its effectiveness. By encouraging students to appreciate the beauty and artistry of literary language, the approach fosters a more emotional and personal connection to texts. This emotional engagement is critical in motivating students to persist in their literary studies and seek further reading and analysis opportunities. In this sense, the LBA enhances students' academic competence and nurtures a lifelong love of literature and learning.

5.2.2.2. Statistical Significance and Broader Implications

As demonstrated by the between-subjects effects analysis, the statistical significance of the LBA's impact on literary competence underscores the approach's potential to transform literary education in EFL contexts. The significant improvements observed in critical areas such as Comprehension and engagement, Cultural Awareness, and Analytical Application suggest that the LBA effectively promotes a more comprehensive and well-rounded form of literary competence.

These findings have far-reaching implications for designing and delivering literature programs in EFL settings. They suggest that by adopting an integrative, language-based approach to literary study, educators can significantly enhance the quality and effectiveness of their instruction. The LBA's success in fostering a more engaged and analytically rigorous form of literary scholarship points to a paradigm shift in EFL literature education that moves away from traditional, language-focused approaches and towards a more holistic and interdisciplinary model.

The conclusions of this study have significant implications for the teaching of literature in EFL contexts. They suggest that by integrating linguistic and literary instruction, educators can create a more engaging, effective, and empowering learning environment for their students.

The LBA's emphasis on the close reading of texts and the analysis of linguistic and rhetorical devices is particularly relevant in EFL settings, where students often struggle with the complexities of literary language. By providing students with the tools and strategies to navigate these complexities, the LBA enables them to engage with literature more independently and self-directedly. This empowerment is crucial in fostering a sense of agency and ownership over the learning process, which is essential for long-term academic success.

As EFL educators seek to prepare their students for the challenges and opportunities of an increasingly complex and interconnected world, the Language-Based Approach offers a powerful tool for enhancing literary competence and promoting global understanding. By adopting this

approach, educators can create a more dynamic, practical, and transformative learning environment that empowers students to become critical thinkers and engaged readers.

5.2.3. Conclusion of the Third Research Question

The research findings concerning Research Question 3, which explores students' experiences and changes in attitudes towards literature following the implementation of the Language-Based Approach, offer profound insights into the pedagogical impact of integrating language and literary studies. These findings demonstrate a notable transformation in students' literary competence and engagement with literary texts, reflecting the LBA's effectiveness in fostering a more enriched and dynamic educational experience.

5.2.3.1. Enhanced Literary Understanding and Engagement

Students exposed to the LBA reported substantial enhancements in their understanding of literary language and stylistic devices and improved ability to analyse and interpret texts critically. This indicates that the LBA not only aids in building foundational literary skills but also advances higher-level critical thinking and analytical capabilities. Students also noted increased confidence in expressing their ideas and participating in discussions, suggesting that the LBA contributes to a more active and participatory learning environment, which is crucial for effective literary education. Therefore, the study also revealed significant shifts in students' motivation to engage in literature classes and discussions, with the majority showing a substantial increase in their motivation levels. This shift is critical as it reflects a transformation in competence and students' attitudes towards literature, underscoring the LBA's role in making literature studies more appealing and relevant to students.

5.2.3.2. Appreciation for Literature's Multifaceted Nature

There was a greater appreciation among students for the aesthetic and cultural dimensions of literature. This enhanced appreciation likely stems from the LBA's emphasis on exploring literary texts through a linguistic and cultural lens, enriching students' understanding of diverse perspectives and contexts. The approach also led to a marked enthusiasm for exploring a wide range of literary genres, indicating a broadening of literary tastes and interests, which is essential for cultivating a well-rounded literary education.

5.2.3.3. Challenges and Areas for Improvement

Despite the positive outcomes, students faced challenges, such as the initial adjustment to the dual focus on language and literature. There was a noted need for more explicit guidance in connecting language analysis to thematic and cultural interpretation. This suggests that instructors must provide more explicit frameworks and support to help students make these connections

effectively. Furthermore, students desired exposure to a broader array of literary genres and cultural perspectives, pointing to opportunities for curricular expansion to include a more diverse set of texts.

5.2.4. Conclusion of the Fourth Research Question

The findings of Research Question 4, which probes into teachers' perceptions of the effectiveness of the LBA in enhancing literary competence among EFL students, provide significant insights into the educational impact of this pedagogical strategy. Teachers have observed notable improvements in several key areas of literary competence, which suggests that the LBA is an effective tool for deepening students' engagement with literature. Below is a comprehensive conclusion drawn from these observations, detailing the effectiveness of the LBA in literature teaching in an EFL context.

5.2.4.1. Comprehensive Enhancement of Literary Skills

Teachers report that the LBA significantly boosts "textual acumen," allowing students to engage directly with the language of literature. This direct engagement helps students to not only understand the text's surface-level meaning but also to delve deeper into its linguistic complexities. Similarly, "aesthetic insight" is significantly enriched as students develop a deeper appreciation for writing, recognising stylistic nuances and the artistry of literary compositions. Such insights are crucial for fostering a holistic understanding of literary works.

5.2.4.2. Fostering Engagement and Analytical Skills

The approach also enhances "comprehensive engagement" by providing a more immersive experience with literary texts. This immersion is instrumental in cultivating a sustained interest and a more profound emotional connection to literature. Furthermore, the LBA strengthens "analytical application" by encouraging students to apply their linguistic knowledge to interpret texts critically. This critical engagement is essential for developing advanced literary analysis skills and encouraging nuanced interpretation of texts.

5.2.4.3. Addressing Cultural Awareness

The observed gap in cultural awareness as an outcome of LBA is a significant finding that merits further examination. While this approach has proven highly effective in enhancing students' linguistic and analytical competencies in engaging with literary texts, its lesser impact on cultural dimensions of literary understanding suggests additional strategies to address this more comprehensively.

It is essential to consider the educational context and the developmental stage of the learners when interpreting these findings. The LBA is primarily designed for undergraduate students who

are often beginners in the study of literature, encountering literary texts in a focused academic setting for the first time. For these novice learners, establishing a solid foundation in the fundamental aspects of literary language and its use within texts is paramount. A firm grasp of literature's linguistic, rhetorical, aesthetic and stylistic elements is essential for students to develop the necessary skills and confidence to engage with more complex literary analysis in the future.

In this light, the LBA's emphasis on the various dimensions of literary language, such as figurative expressions, rhetorical devices, and structural components, is a pedagogically sound approach. By focusing on these foundational elements, the LBA aims to equip students with the tools and strategies to navigate literary texts' intricacies and develop a more nuanced understanding of how language creates meaning and effect in literature.

However, this does not diminish the importance of cultural awareness in literary studies. Cultural context plays a significant role in shaping literary works and influencing their themes, values, and perspectives. A comprehensive understanding of literature necessitates an appreciation of the cultural milieu in which texts are produced and received. Therefore, while the LBA's primary focus on linguistic and analytical skills is appropriate for beginner learners, it is crucial to recognise the need to gradually integrate cultural elements as students progress in their literary education.

One possible approach to addressing the cultural gap is incorporating a more comprehensive range of literary genres and cultural perspectives into the curriculum as students develop their foundational skills. By exposing learners to diverse literary traditions and cultural contexts, educators can broaden their horizons and foster a more inclusive and global understanding of literature. This exposure can be carefully scaffolded, moving from more accessible and familiar cultural contexts to more complex and diverse ones as students gain confidence and competence in their literary analysis skills.

Moreover, the LBA can be enhanced by integrating strategies that explicitly link linguistic and stylistic analysis to cultural interpretation. For example, when examining figurative language or narrative structures, teachers can guide students to consider how these elements reflect or challenge cultural norms, values, and beliefs. By encouraging students to explore the cultural dimensions of literary devices and techniques, the LBA can help bridge the gap between linguistic and cultural competencies.

5.3. Pedagogical Implications and Recommendations

The findings from this study provide a solid foundation for several recommendations regarding implementing the Language-Based Approach in the literature curriculum at El Oued

University. Given the demonstrated effectiveness of this approach in enhancing literary competence among second-year EFL students, these recommendations apply not only to specific literature courses but also to second-year students. Still, they can be extended to benefit the entire three-year bachelor's degree program within the EFL department. Consequently, we propose that all instructors within all Departments of English evaluate these recommendations. This evaluation would gather insights on this approach's feasibility and potential adaptation across different levels and courses, aiming for a comprehensive integration throughout the bachelor's degree program.

5.3.1. Adopting Language-Based Methods

By integrating language learning with literary analysis, the LBA enables students to understand better how language functions within literary texts and how it contributes to creating meaning, tone, and stylistic effects. One of the fundamental techniques within the LBA is close reading, which involves a detailed and systematic analysis of the linguistic features of a text. In an EFL classroom, close reading exercises can be designed to focus on specific language elements, such as vocabulary, grammar, and syntax. For example, students can be asked to identify and interpret figurative language, such as metaphors and similes, or to analyse the use of verb tenses and their impact on the narrative structure. By engaging in these exercises, students develop their language skills and gain a deeper appreciation for how language is used to create literary meaning.

To support students' language development, it is vital to integrate vocabulary-building and grammar exercises directly related to the literary texts being studied. For instance, before reading a short story, students can have a list of key vocabulary words in the text, their definitions and sample sentences. They can then be asked to use these words in their sentences or to identify them within the story. Similarly, grammar exercises can be designed around specific linguistic structures prevalent in the text, such as conditional sentences or passive voice constructions. By contextualising language learning within the study of literature, students are more likely to see the relevance and applicability of these skills.

In addition to close reading and language exercises, the LBA emphasises encouraging students to analyse how language is used to create meaning, tone, and stylistic effects. This can be achieved through a variety of activities and techniques, such as:

Stylistic Analysis: Students can examine the author's stylistic choices, such as diction, syntax, and punctuation, and consider how these choices contribute to the overall mood, tone, and theme of the text. For example, students might analyse how using short, fragmented sentences in a passage creates a sense of urgency or tension.

Linguistic Deviations: Students can be encouraged to identify and interpret instances where the author deviates from standard linguistic norms, such as unconventional grammar, neologisms, or dialect. These deviations can be discussed in terms of their artistic and thematic significance.

Comparative Analysis: Students can be asked to compare and contrast the linguistic features of different literary texts, genres, or authors. For example, they might examine how language in a poem differs from that in a prose passage or how two authors from different historical periods or cultural backgrounds employ language to convey similar themes.

Creative Writing: Students can experiment with language by engaging in creative writing exercises inspired by their study's literary texts. For example, they might be asked to write a short story or poem that imitates the style of a particular author or incorporates specific linguistic features, such as alliteration or assonance.

When implementing the LBA in an EFL classroom, it is essential to consider the student's proficiency level and provide appropriate scaffolding and support. This may involve adapting the complexity of the language used in the literary texts, providing glossaries or translations of key vocabulary words, or breaking down the analysis process into smaller, more manageable steps. Creating a supportive and collaborative learning environment where students feel comfortable taking risks and expressing their ideas about language and literature is also essential.

Moreover, the LBA should be seen as a complementary approach to other methods of teaching literature, such as reader-response criticism or cultural studies. By integrating language learning with these different approaches, students can develop a more comprehensive understanding of literature that encompasses its linguistic, aesthetic, and cultural dimensions.

5.3.2. Aesthetic Appreciation of Texts

Aesthetic analysis involves guiding students to appreciate the beauty and artistry of literary language, respond emotionally and imaginatively to literary works, and engage in discussions about texts' aesthetic qualities. Students can better understand how literary texts create meaning and evoke emotional responses through language, structure, and style by focusing on literature's aesthetic dimensions.

One key aspect of the aesthetic study of texts is the analysis of figurative language, imagery, and symbolism. Figurative language, such as metaphors, similes, and personification, is a powerful tool that authors use to create vivid and evocative descriptions, convey complex ideas, and express emotions. By guiding students to identify and interpret these literary devices, teachers can help them better appreciate language's creative and expressive potential. For example, when studying a poem like "The Road Not Taken" by Robert Frost, students can be encouraged to examine how

the metaphor of the two roads in a wood is used to symbolise the choices and decisions we make in life and how this contributes to the overall theme of the poem.

Imagery is another important element of literary language that can be explored through the aesthetic study of texts. Imagery refers to using vivid and descriptive language to create mental pictures in the reader's mind, engaging their senses and emotions. By analysing the imagery in a literary text, students can gain a deeper understanding of how authors create atmosphere, convey character, and evoke emotional responses. For example, in the novel "To Kill a Mockingbird" by Harper Lee, students can be asked to examine how the imagery of the mockingbird is used to symbolise innocence and how this contributes to the novel's themes of injustice and moral courage.

Symbolism is a powerful literary device that authors use to convey complex ideas and emotions through objects, characters, or events that have a deeper meaning beyond their literal significance. By guiding students to identify and interpret symbols in literary texts, teachers can help them better understand how authors create layers of meaning and invite readers to engage in deeper reflection and analysis. For example, in the play "The Glass Menagerie" by Tennessee Williams, students can be encouraged to examine how the glass unicorn symbolises the fragility and uniqueness of the character of Laura and how this contributes to the play's themes of isolation and the difficulty of human connection.

Another critical aspect of the aesthetic study of texts is encouraging students to respond emotionally and imaginatively to literary works, exploring their connections and interpretations. This involves creating a classroom environment where students feel comfortable sharing their thoughts, feelings, and experiences concerning the texts they are studying. Teachers can help students develop a more personal and meaningful relationship with literature by fostering a sense of openness and respect for diverse perspectives. For example, when studying a novel like "The Catcher in the Rye" by J.D. Salinger, students can be encouraged to reflect on their own experiences of adolescence and alienation and how these relate to the experiences of the protagonist, Holden Caulfield.

In addition to personal responses, the aesthetic study of texts also involves fostering discussions on the aesthetic qualities of texts, such as their structure, style, and narrative techniques. This involves guiding students to examine how authors use these elements to create meaning, evoke emotions, and engage readers. For example, when studying a short story like "The Lottery" by Shirley Jackson, students can be asked to analyse how the story's structure, with its gradual revelation of the shocking twist ending, contributes to its overall impact and themes. Similarly, when studying a novel like "Pride and Prejudice" by Jane Austen, students can be

encouraged to examine how the author's use of irony and satire contributes to the novel's social commentary and character development.

To support the aesthetic study of texts in the EFL classroom, teachers can use a variety of activities and techniques, such as:

Close Reading: Encouraging students to read texts closely and carefully, paying attention to details of language, imagery, and symbolism and how these contribute to the overall meaning and impact of the text.

Annotation: Teaching students to annotate texts as they read, marking essential passages, identifying literary devices, and making notes about their responses and interpretations.

Journaling: Students should be assigned to keep a reading journal to record their thoughts, feelings, and questions about the texts they are studying. They should use these as the basis for class discussions and writing assignments.

Artistic Response: Encouraging students to respond to literary texts through creative means, such as drawing, painting, or creating collages, as a way of exploring their emotional and imaginative responses to the works.

Comparative Analysis: Ask students to compare and contrast the aesthetic qualities of different literary texts, genres, or authors to understand better how these elements contribute to creating meaning and emotional impact.

Performance: Encouraging students to engage with literary texts through performance, such as dramatic readings, role-playing, or staging scenes from plays or novels, as a way of exploring the texts' aesthetic qualities and emotional resonance.

By incorporating these and other activities into the EFL literature classroom, teachers can help students develop a more nuanced and appreciative understanding of literary texts' aesthetic dimensions and how they contribute to their overall meaning and impact.

It is important to note that the aesthetic study of texts should not be seen as a separate or isolated aspect of literary education but as an integral part of a holistic approach to developing literary competence. By combining the aesthetic study of texts with other techniques, such as the language-based approach, stylistic analysis, and reader-response criticism, teachers can help students develop a more comprehensive and integrated understanding of literature.

Moreover, it is essential to recognise that the aesthetic study of texts is not a purely subjective or relativistic endeavour but rather one grounded in close reading, analysis, and interpretation of the textual evidence. By guiding students to support their emotional and imaginative responses

with specific references to the text's language, imagery, and symbolism, teachers can help them develop a more rigorous and substantiated approach to literary analysis.

5.3.3. Stylistic and Rhetorical Analysis

Stylistics and rhetorical-based study are key to developing EFL students' literary competence. It involves teaching students to analyse the stylistic choices made by authors, such as diction, syntax, and rhetorical devices, and to explore how these choices contribute to the overall meaning and impact of the literary work. This approach also encourages students to examine the persuasive strategies employed by authors and how they influence the reader's perspective.

A critical aspect of stylistic analysis is the study of diction or the choice of words used by the author. By examining the connotations and denotations of words and their level of formality or informality, students can gain insight into the tone and mood of the work and the author's attitude towards the subject matter. For example, in the short story "Hills Like White Elephants" by Ernest Hemingway, simple, understated language reflects the tension and unspoken conflict between the two characters.

Another critical element of stylistic analysis is studying syntax or arranging words and phrases in a sentence. By examining the length, complexity, and structure of sentences, students can gain insight into the pacing and rhythm of the work, as well as the author's style and voice. For example, in the novel "Beloved" by Toni Morrison, the use of fragmented and nonlinear syntax reflects the trauma and psychological turmoil experienced by the characters.

Rhetorical devices, such as metaphor, simile, and irony, are essential tools authors use to convey meaning and create impact. By teaching students to identify and analyse these devices, teachers can help them appreciate the artistry and skill of crafting literary works. For example, in the poem "Harlem" by Langston Hughes, the use of metaphor and simile creates a vivid and powerful image of the effects of racial oppression and inequality.

In addition to analysing individual stylistic choices, students can also be encouraged to examine an author's or literary movement's overall style and voice. For example, the sparse, minimalist style of Hemingway can be contrasted with the lush, descriptive prose of F. Scott Fitzgerald. At the same time, Virginia Woolf's experimental stream-of-consciousness technique can be compared to Jane Austen's more traditional narrative structure.

Another vital aspect of rhetorical-based study is examining persuasive strategies authors use to influence the reader's perspective. These can include the use of ethos (appeal to credibility), pathos (appeal to emotion), and logos (appeal to logic), as well as techniques such as repetition, rhetorical questions, and appeals to authority. Students can develop a more critical and discerning

approach to reading literature by analysing these strategies. They can learn to recognise how authors use language to persuade and manipulate their audience.

Teachers can use various techniques and activities to facilitate stylistic and rhetorical-based study in the EFL classroom. One practical approach is to provide students with guided questions or prompts encouraging them to analyse specific stylistic or rhetorical elements in a text. For example, students might be asked to identify examples of figurative language in a poem or to examine how dialogue contributes to characterisation in a novel.

Another helpful technique is to have students engage in comparative analysis, examining how different authors or literary movements use stylistic and rhetorical devices to achieve various effects. For example, students might compare the use of imagery in Romantic poetry with the use of imagery in Modernist poetry or examine how different authors use irony to critique social or political issues.

In addition to analysing existing literary works, students can also be encouraged to experiment with stylistic and rhetorical devices in their writing. This can include exercises such as imitating the style of a particular author or literary movement or using specific rhetorical devices to create a desired effect in a creative writing piece.

5.3.4. Emphasising Literary Language

Studying literary language is crucial to developing literary competence in EFL students. It involves focusing on the unique features of literary language, such as figurative expressions, literary devices, and narrative structures, and guiding students in analysing how these elements contribute to the meaning and aesthetic impact of the text. By encouraging students to experiment with literary language in their own writing and creative projects, teachers can help them develop a deeper appreciation for the artistry and craft of literature.

One key aspect of literary language study is the analysis of figurative expressions used by authors to vividly and imaginatively convey complex ideas and emotions and create layers of meaning beyond the text's literal level. For example, in the novel "The Great Gatsby" by F. Scott Fitzgerald, the character of Daisy is described as having a voice "full of money." This metaphor suggests not only Daisy's wealth and privilege but also the superficiality and emptiness of her character.

Teachers can help students develop a more nuanced understanding of how language is used to create meaning in literature by teaching students to identify and interpret figurative expressions. This can involve activities such as close reading, where students analyse specific text passages in detail, looking for patterns and connections between different figurative expressions. It can also

involve comparative analysis, where students examine how other authors use figurative language to achieve various effects or how the use of figurative language varies across different genres or periods.

Another important aspect of literary language study is the analysis of literary devices, such as irony, symbolism, and foreshadowing. These devices are used by authors to create tension, anticipation, and surprise in their works and to convey themes and ideas subtly and indirectly. For example, in the short story "The Lottery" by Shirley Jackson, the seemingly innocent and mundane details of the village lottery are gradually revealed to be a shocking and brutal ritual. This use of foreshadowing creates a sense of unease and suspense that builds throughout the story, leading to a robust and disturbing conclusion.

By teaching students to recognise and analyse literary devices, teachers can help them appreciate the artistry and skill of crafting compelling narratives. This can include activities such as annotation, where students mark and comment on specific literary devices in a text, or creative writing exercises, where students experiment with using literary devices in their work.

In addition to figurative expressions and literary devices, studying literary language involves analysing narrative structures and techniques. This can include examining how authors use point of view, character development, and plot structure to create engaging and meaningful stories. For example, in the novel "To Kill a Mockingbird" by Harper Lee, the use of a child narrator, Scout Finch, allows the reader to see the story's events through the innocent and unbiased eyes of a young girl. This narrative perspective adds depth and complexity to the themes of racism, injustice, and moral courage that the novel explores.

By teaching students to analyse narrative structures and techniques, teachers can help them develop a more sophisticated understanding of how stories are constructed and how they can convey important ideas and messages. This can involve activities such as story mapping, where students create visual representations of the critical elements of a narrative, or character analysis, where students examine how different characters are developed and how they contribute to the work's overall meaning.

Finally, studying literary language should encourage students to experiment with using it in their writing and creative projects. This can include poetry writing, where students use figurative language and imagery to express their ideas and emotions, or short story writing, where students apply their understanding of narrative structures and techniques to create their original works.

By giving students opportunities to engage with literary language in a hands-on and creative way, teachers can help them develop a deeper appreciation for the power and beauty of language

and see themselves as active participants in creating and interpreting literature. This can be particularly important for EFL students, who may initially feel intimidated or disconnected from the language and culture of the literary works they are studying.

Studying literary language is essential to developing literary competence in EFL students. By focusing on the unique features of literary language, such as figurative expressions, literary devices, and narrative structures, and guiding students in analysing how these elements contribute to the meaning and aesthetic impact of the text, teachers can help students develop a deeper appreciation for the artistry and craft of literature. By encouraging students to experiment with literary language in their writing and creative projects, teachers can also help them see themselves as active participants in creating and interpreting literature and developing their unique voices and perspectives. Ultimately, studying literary language can help EFL students become more confident, critical, and creative readers and writers and develop a lifelong love and appreciation for the power and beauty of language.

5.3.5. Learner-Centred Orientation

The learner-centred approach is a crucial pedagogical strategy for developing literary competence among EFL students. This approach emphasises students' active engagement in the learning process, encouraging them to take ownership of their learning and construct their understanding of literary texts. By providing opportunities for students to share their interpretations, opinions, and personal responses to literature and collaborate with their peers in analysing and discussing texts, teachers can foster a more meaningful and authentic learning experience beyond rote memorisation and passive absorption of information.

One essential technique in the learner-centred approach is group discussions and debates. These activities allow students to think critically and explore multiple perspectives on a text. For example, when studying a controversial novel such as "The Catcher in the Rye" by J.D. Salinger, students can be divided into small groups and asked to discuss their interpretations of the main character, Holden Caulfield. Some students may view him as a rebellious hero who challenges the phoniness and hypocrisy of adult society. In contrast, others may see him as an immature and self-absorbed adolescent who fails to take responsibility for his actions. Students can develop a more nuanced and complex understanding of the novel and its themes by discussing these different viewpoints and providing evidence from the text to support their arguments.

Another important aspect of the learner-centred approach is the use of role-playing activities. These activities allow students to step into different characters' shoes and explore the motivations, emotions, and conflicts that drive the narrative. For example, when studying a play such as "A

Streetcar Named Desire" by Tennessee Williams, students can be assigned to play the roles of different characters, such as Blanche DuBois, Stanley Kowalski, and Stella Kowalski. By acting out key scenes from the play and improvising dialogue based on their understanding of the characters, students can gain a deeper appreciation for the work's psychological complexity and emotional intensity.

In addition to group discussions and role-playing activities, the learner-centred approach emphasises the importance of personal response and interpretation. This involves encouraging students to share their reactions and opinions about a text and to relate the themes and ideas of the work to their own lives and experiences. For example, when studying a poem such as "Still I Rise" by Maya Angelou, students can be asked to write a personal reflection on how the poem resonates with their struggles and triumphs and inspires them to overcome adversity and assert their identity and worth.

To facilitate personal response and interpretation, teachers can use a variety of strategies, such as journal writing, where students record their thoughts and feelings about a text privately and reflectively, or class discussions, where students share their responses with their peers and engage in a dialogue about the meaning and significance of the work. By valuing and validating students' responses, teachers can help them to develop a more authentic and meaningful connection to literature and to see themselves as active participants in the creation and interpretation of meaning.

Another critical aspect of the learner-centered approach is student-led discussions and presentations. This involves providing opportunities for students to take on leadership roles in the classroom, such as leading a discussion on a particular topic or presenting their text analysis to their peers. For example, when studying a novel such as "Pride and Prejudice" by Jane Austen, students can be assigned to lead a discussion on the theme of marriage and social class in the novel or to present their interpretation of the relationship between Elizabeth Bennet and Mr Darcy.

Teachers can help students develop essential skills such as critical thinking, public speaking, and leadership by allowing them to lead discussions and presentations. This can also foster a more collaborative and supportive learning environment, where students feel empowered to take ownership of their learning and contribute their ideas and perspectives to the group.

Finally, the learner-centred approach emphasises the importance of peer collaboration and feedback. This involves providing opportunities for students to work together in pairs or small groups to analyse and discuss texts and to provide constructive feedback on each other's work. For example, when studying a short story such as "The Yellow Wallpaper" by Charlotte Perkins

Gilman, students can be paired up and asked to analyse the story's symbolism and imagery and provide feedback on each other's interpretations.

By working collaboratively and providing feedback to each other, students can develop essential skills such as active listening, critical thinking, and constructive criticism. This can also help to create a more inclusive and supportive learning environment where all students feel valued and respected for their contributions.

Teachers can use various strategies and resources to support the learner-centred approach in the EFL classroom. For example, they can provide students with guiding questions or prompts to help them analyse and interpret texts, or they can use graphic organisers or mind maps to help students visualise and organise their ideas. They can also use technology tools such as online discussion forums or collaborative writing platforms to facilitate student interaction and collaboration outside the classroom.

In addition to these strategies, teachers can create a classroom culture that values and encourages student participation and engagement. This can involve setting clear expectations for respectful and constructive dialogue and providing positive feedback and recognition for students who contribute their ideas and perspectives to the group.

Overall, the learner-centred approach is a powerful pedagogical strategy for developing literary competence in EFL students. By engaging students in active learning experiences, encouraging them to share their interpretations and personal responses to literature, and providing opportunities for student-led discussions and peer collaboration, teachers can foster a more meaningful and authentic learning experience beyond rote memorisation and passive absorption of information. By empowering students to take ownership of their learning and to construct their understanding of literary texts, the learner-centred approach can help to create a more inclusive, collaborative, and dynamic learning environment that prepares students for success in their academic and personal lives.

5.3.6. Performance and Dramatization

Performance and dramatisation are powerful pedagogical tools that can enhance EFL students' engagement with and understanding of literary texts. By incorporating dramatic readings, role-playing, and performance activities into the classroom, teachers can bring literary texts to life and encourage students to explore literature's oral and performative dimensions, such as rhythm, intonation, and gesture. This approach can also deepen students' emotional engagement with literary characters and situations, helping them to develop a more nuanced and empathetic understanding of the text.

One essential technique in performance and dramatisation is the use of dramatic readings. This involves having students read aloud from a literary text, using their voices and bodies to convey the characters' emotions, attitudes, and personalities. For example, when studying a play such as "Hamlet" by William Shakespeare, students can be assigned to read different roles and to use their voices and facial expressions to convey the characters' inner thoughts and feelings. By performing the text aloud, students can gain a deeper appreciation for the language and imagery of the play, as well as the psychological complexity of the characters.

Another important aspect of performance and dramatisation is the use of role-playing activities. These activities allow students to step into different characters' shoes and explore the motivations, conflicts, and relationships that drive the narrative. For example, when studying a novel such as "To Kill a Mockingbird" by Harper Lee, students can be assigned to play the roles of different characters, such as Atticus Finch, Scout Finch, and Tom Robinson. By acting out key scenes from the novel and improvising dialogue based on their understanding of the characters, students can gain a deeper appreciation for the themes of justice, prejudice, and moral courage that the novel explores.

In addition to role-playing activities, teachers can use performance and dramatisation to explore the oral and performative dimensions of literature, such as rhythm, intonation, and gesture. For example, when studying a poem such as "The Raven" by Edgar Allan Poe, students can be encouraged to perform the poem aloud, using their voices and bodies to convey the eerie and haunting atmosphere of the text. By paying attention to the rhythm and meter of the poem, as well as the use of repetition and alliteration, students can gain a deeper appreciation for the musical and sonic qualities of language.

Teachers can use various strategies and resources to facilitate performance and dramatisation activities in the classroom. For example, they can provide students with scripts or adapted versions of literary texts suitable for performance or encourage students to create scripts based on their text interpretations. They can also use props, costumes, and other visual aids to help students get into character and to create a more immersive and engaging performance experience.

In addition to these strategies, teachers can create a supportive and collaborative classroom environment that encourages students to take risks and explore their creative potential. This can involve providing constructive feedback and praise for students' performances and creating opportunities for students to reflect on their experiences and share their insights with their peers.

Another critical aspect of performance and dramatisation is gesture and movement. By encouraging students to use their bodies to convey the emotions and actions of the characters,

teachers can help them develop a more embodied and kinesthetic understanding of the text. For example, when studying a novel such as "The Great Gatsby" by F. Scott Fitzgerald, students can be encouraged to use gestures and facial expressions to convey the characters' attitudes and personalities, such as Gatsby's nervous energy or Daisy's languid charm.

Performance and dramatisation can also explore literary texts' cultural and historical contexts. For example, when studying a play such as "A Raisin in the Sun" by Lorraine Hansberry, students can be encouraged to research the social and political issues the play addresses, such as housing discrimination and the civil rights movement. By performing scenes from the play and discussing the characters' experiences and struggles, students can gain a deeper understanding of the historical and cultural significance of the text.

Performance and dramatisation can also promote language learning and development in the EFL classroom. Students can practice pronunciation, intonation, and fluency in a meaningful and authentic context by performing literary texts aloud and using gestures and movement to convey meaning. This can help build their confidence and motivation to use English in real-life situations and develop their language proficiency.

Teachers can use various strategies and resources to support language learning through performance and dramatisation. For example, they can provide students with language support materials, such as glossaries or translations of key vocabulary words, or they can use scaffolding techniques to break down complex language structures into more manageable chunks. They can also use performance and dramatisation activities as a springboard for further language practice, such as writing dialogues or character sketches based on the text.

Overall, performance and dramatisation are powerful pedagogical tools that can enhance EFL students' engagement with and understanding of literary texts. By encouraging students to explore the oral and performative dimensions of literature, step into the shoes of different characters, and use their voices and bodies to convey meaning, teachers can create a more immersive and engaging learning experience beyond traditional modes of literary analysis. By promoting language learning and development through performance and dramatisation, teachers can also help students build their confidence and motivation to use English in real-life situations and develop their language proficiency. Ultimately, performance and dramatisation can create a more dynamic, creative, and collaborative learning environment that prepares students for success in their academic and personal lives.

5.3.7. Writing and Creativity

Teachers can encourage students to experiment with different literary forms and techniques, such as poetry, short stories, and essays, by providing opportunities to engage in creative writing exercises inspired by literary texts. This approach can foster critical thinking, self-expression, and literary analysis skills and help students develop their unique voices and perspectives as writers.

One essential technique in writing and creativity is the use of imitation exercises. This involves having students read and analyse a particular literary text, such as a poem or short story, and then write their piece in the original author's style. For example, when studying the poetry of William Wordsworth, students can be asked to write their poem in the style of Wordsworth's "I Wandered Lonely as a Cloud," using similar themes, imagery, and language. By imitating the style of a master writer, students can gain a deeper appreciation for the craft of writing and develop their skills in using language effectively.

Another important aspect of writing and creativity is using prompts and constraints. This involves giving students a specific writing task or challenge, such as writing a story using only dialogue or creating a poem using a particular rhyme scheme or meter. By working within these constraints, students can learn to be more creative and resourceful in their use of language, as well as develop their problem-solving and critical-thinking skills. For example, when studying the sonnets of William Shakespeare, students can be asked to write poems using the same rhyme scheme and meter as Shakespeare's but with a modern twist or theme.

In addition to imitation exercises and prompts, teachers can also use writing and creativity to explore the themes and ideas of literary texts in more depth. For example, when studying a novel such as "The Catcher in the Rye" by J.D. Salinger, students can be asked to write a character sketch of Holden Caulfield, exploring his personality, motivations, and struggles in more detail. By writing about the characters and themes of a literary text, students can gain a deeper understanding of the text and develop their interpretations and insights.

Teachers can use various strategies and resources to facilitate writing and creativity activities in the classroom. For example, they can provide students with writing prompts or templates to help them get started or use collaborative writing activities to encourage students to share their ideas and feedback. They can also use technology tools such as online writing platforms or digital portfolios to help students organise and showcase their work.

In addition to these strategies, teachers can create a supportive and encouraging classroom environment that values creativity and self-expression. This can involve providing constructive

feedback and praise for students' writing and creating opportunities for students to share their work with their peers and the broader community through readings, publications, or online forums.

Another important aspect of writing and creativity is revision and editing. By encouraging students to revise and edit their work, teachers can help them develop their critical thinking and self-reflection skills and improve the quality and clarity of their writing. For example, when studying a short story such as "The Lottery" by Shirley Jackson, students can be asked to write their ending and then revise and edit their work based on feedback from their peers and teachers. By going through the revision and editing process, students can learn to be more critical and discerning readers of their work and develop their skills in using language effectively and efficiently.

Writing and creativity can also be used to explore literary texts' cultural and social contexts. For example, when studying a play such as "A Streetcar Named Desire" by Tennessee Williams, students can be asked to write a monologue from the perspective of one of the characters, exploring their thoughts and feelings about the social and cultural issues that the play addresses, such as gender roles, class, and mental illness. By writing about these issues from the perspective of a character, students can gain a deeper understanding of the historical and cultural significance of the text, as well as develop their empathy and critical thinking skills.

Finally, writing and creativity can promote language learning and development in the EFL classroom. By engaging in creative writing exercises, students can practice using new vocabulary, grammar structures, and idiomatic expressions in a meaningful and authentic context. For example, when studying a novel such as "Pride and Prejudice" by Jane Austen, students can be asked to write a letter from one of the characters to another, using the formal and polite language of the period. By writing in the style and language of the text, students can develop their language proficiency and cultural awareness, as well as their appreciation for the literary qualities of the text.

Teachers can use various strategies and resources to support language learning through writing and creativity. For example, they can provide students with language support materials, such as word banks or sentence starters, or they can use peer review activities to help students give and receive feedback on their language use. They can also use writing and creativity activities as a springboard for further language practice, such as discussions or presentations based on the students' written work.

In conclusion, writing and creativity are powerful pedagogical tools that can enhance EFL students' engagement with and understanding of literary texts. By providing opportunities for

students to engage in creative writing exercises, experiment with different literary forms and techniques, and explore the themes and contexts of literary texts in more depth, teachers can foster critical thinking, self-expression, and literary analysis skills, as well as help students to develop their unique voices and perspectives as writers. By promoting language learning and development through writing and creativity, teachers can also help students build their language proficiency and cultural awareness, as well as their appreciation for the literary qualities of texts. Ultimately, writing and creativity can help to create a more dynamic, expressive, and personally meaningful learning environment that prepares students for success in their academic and creative endeavours.

5.3.8. Facilitate Intertextual Discovery through Practical Classroom Activities

Exploring intertextual connections is a significant aspect of the language-based approach to enhancing literary competence among EFL students. This practice involves guiding learners in identifying and analysing the relationships, influences, and dialogues between different literary works, fostering a deeper understanding of literary traditions, intertextuality, and the dialogic nature of literature.

Intertextuality refers to the complex web of connections and references between texts, where authors consciously or unconsciously draw upon, respond to, or subvert previous literary works. By exploring these intertextual connections, students develop a more nuanced appreciation for how literature exists in a continuous dialogue, with each work contributing to and shaping the broader literary landscape.

Analysing stylistic techniques across different literary works can further illuminate intertextual connections. Students might explore how particular narrative structures, poetic forms, or rhetorical devices have been adapted and reimagined by other authors, revealing the innovative ways in which writers build upon and reshape existing literary conventions.

Engaging in intertextual explorations also fosters a deeper understanding of the cultural, historical, and social contexts that shape literary works. By examining how specific themes or motifs are reinterpreted or challenged across different eras or cultural contexts, students gain insights into how literature reflects and responds to the evolving human experience.

Instructors can employ various pedagogical strategies to facilitate intertextual exploration. For instance, they could organise literature circles or reading groups to explore specific intertextual connections, encouraging students to share their insights and observations. Alternatively, instructors could assign comparative analysis essays or multimedia projects requiring students to delve into the relationships between literary works.

Incorporating multimedia resources, such as film adaptations, visual arts, or music inspired by literary works, can further enrich students' understanding of intertextuality. By examining how different artistic mediums interpret and respond to literary sources, students gain a more holistic appreciation for the dialogic nature of art and how creative works engage in a continuous conversation across disciplines and forms.

5.3.9. Establishing a Structured Framework for Textual Analysis

A structured framework for textual analysis is essential for effectively teaching literature in an EFL context. This framework provides a systematic approach to dissecting and understanding texts, which helps students develop critical analytical skills and a deeper appreciation of literary works.

Development of Analytical Skills: Implement instructional strategies that systematically develop students' ability to dissect and comprehend complex texts. This can include workshops on identifying literary devices, understanding narrative structure, and recognising stylistic nuances.

Integration of Multimodal Texts: Encourage diverse textual forms, including digital narratives, graphic novels, and multimedia adaptations, to enrich students' textual analysis skills. This variety can cater to different learning preferences and enhance engagement with literary texts.

Thematic Exploration Workshops: Organize sessions focusing exclusively on exploring themes, motifs, and symbols. These workshops should guide students in connecting these elements to broader social, cultural, and personal contexts.

Comparative Textual Analysis: Pair texts from different genres, periods, or cultures to foster skills in comparative literature. This approach encourages deeper insight into stylistic features and thematic concerns, enhancing students' interpretative capabilities.

Critical Thinking and Debate: Create opportunities for students to engage in debates and discussions about interpretations of literary texts. Encourage using textual evidence to defend interpretations, fostering a culture of critical thinking and analytical discourse.

Interdisciplinary Approaches: Promote interdisciplinary teaching methods integrating history, philosophy, and art to enrich students' understanding of literary texts. This broadened perspective can aid in deeper thematic interpretation and appreciation of cultural and historical contexts.

5.3.10. Develop Authentic Assessment Strategies

Developing authentic assessment strategies is a crucial aspect of the language-based approach to enhancing literary competence among EFL students. These assessments are powerful tools for

evaluating students' mastery of literary concepts, analytical abilities, and creative expression while fostering a deeper and more meaningful engagement with literature.

One effective assessment strategy is the literary analysis essay, which challenges students to delve into the intricacies of a literary work, dissecting its language, structure, and thematic elements through a critical lens. In crafting these essays, students must demonstrate their ability to read and interpret texts closely, construct well-reasoned arguments supported by textual evidence, and articulate their insights precisely.

Instructors can design prompts that encourage students to explore specific literary devices, character development, or symbolic representations within a work, challenging them to unravel the complexities of the author's craft. Alternatively, students could examine the cultural or historical contexts that shaped the literary work, exploring how these contexts inform the author's thematic concerns and artistic choices.

Creative writing portfolios offer another authentic assessment opportunity. They allow students to showcase their literary competence through original fiction, poetry, or creative nonfiction. These portfolios demonstrate students' understanding of literary techniques and devices and allow them to express their unique voices, perspectives, and artistic visions.

In crafting these portfolios, students can experiment with various literary forms, genres, and stylistic approaches, drawing inspiration from their studied literary works. Instructors can provide guidance and feedback throughout the creative process, helping students refine their craft and develop a deeper appreciation for the challenges and rewards of literary expression.

Multimedia presentations offer a dynamic and engaging assessment format, allowing students to integrate various modes of communication, such as visual elements, audio recordings, and digital storytelling techniques. These presentations challenge students to synthesise their literary analysis, creative expression, and technological skills, fostering a multidimensional approach to literary engagement.

For instance, students could create multimedia exhibitions that explore the thematic connections between multiple literary works, incorporating textual analysis, visual representations, and audio excerpts to create an immersive and multisensory experience for their audience. Alternatively, students could adapt a literary work into a digital storytelling format, using multimedia elements to bring the narrative to life and highlight their interpretation of the work's essence.

Regardless of the specific assessment format, instructors should ensure that the tasks align with the learning objectives of the language-based approach. These assessments should evaluate

students' literary competence, analytical skills, and creative expression comprehensively and holistically, encouraging them to draw upon the various literary concepts, critical frameworks, and artistic techniques explored throughout the curriculum.

Furthermore, authentic assessments provide opportunities for peer review, self-reflection, and constructive feedback. By engaging in collaborative critique sessions or individual reflective exercises, students can refine their literary competence, develop metacognitive awareness, and cultivate a growth mindset toward their literary education.

Ultimately, developing authentic assessment strategies within the language-based approach to teaching literature serves as a means of evaluation and fosters a deeper and more meaningful engagement with literary works. These assessments challenge students to apply their knowledge and skills creatively and constructively, encouraging them to embrace the transformative power of literature and become active participants in the ongoing dialogue of literary expression and appreciation.

5.3.11. Text Selection and Diversity

Thoughtful text selection and embracing diversity are integral components of the language-based approach to enhancing literary competence among EFL students. By carefully curating a diverse array of literary works, educators can expose students to a rich tapestry of linguistic structures, thematic concerns, and cultural perspectives, ultimately broadening their literary horizons and cultivating a profound appreciation for the depth and breadth of literary expression.

The selection of texts should encompass a wide range of genres, periods, and cultural traditions, allowing students to explore the multifaceted nature of literature and its ability to reflect human experience across time and space. By engaging with diverse literary forms, such as novels, poetry, drama, short stories, and non-fiction, students can develop a nuanced understanding of the unique conventions, techniques, and artistic choices that define each genre.

Incorporating canonical works that have withstood the test of time and have profoundly influenced literary traditions is essential for building a solid foundation in literary studies. These texts allow students to grapple with enduring themes, complex characters, and innovative literary techniques that have shaped the canon and continue to resonate with contemporary readers.

However, the language-based approach should be more comprehensive than canonical works alone. Instructors should also embrace contemporary literary voices, introducing students to works that reflect our modern era's diverse perspectives, experiences, and artistic expressions. These contemporary texts can shed light on current societal issues, cultural shifts, and evolving literary

trends, fostering a deeper understanding of literature's relevance and its ability to capture the complexities of the human condition across different contexts.

By juxtaposing canonical and contemporary works, instructors can facilitate rich discussions and comparative analyses, encouraging students to explore how literary traditions have evolved, been challenged, or reimagined. This exposure to diverse literary voices and perspectives not only broadens students' literary knowledge but also cultivates empathy, cultural awareness, and an appreciation for the power of literature to bridge cultural divides and foster cross-cultural understanding.

In addition to genre and period diversity, instructors should strive to incorporate literary works from various cultural and linguistic backgrounds. This exposure to multicultural literature can challenge students' preconceptions, broaden their worldviews, and deepen their understanding of how cultural contexts shape language, storytelling traditions, and artistic expressions.

By engaging with literary works that explore diverse cultural experiences, students can develop a heightened sensitivity to the nuances of language, symbolism, and thematic concerns that may be deeply rooted in specific cultural traditions or historical contexts. This exposure enhances their literary competence and fosters a more inclusive and globally-minded perspective, preparing them to navigate and appreciate the rich tapestry of literary expression across cultures.

Furthermore, carefully selecting diverse texts can be a powerful tool for promoting critical representation, identity, and social justice discussions. By exploring literary works that give voice to marginalised communities, students can develop a deeper understanding of the power of literature to challenge dominant narratives, amplify underrepresented perspectives, and ignite social change.

Ultimately, embracing text selection and diversity within the language-based approach to teaching literature is vital to cultivating a rich and multifaceted literary education. By exposing students to a diverse range of literary works, educators can foster a deep appreciation for the complexity and beauty of literary expression while also nurturing critical thinking, empathy, and a commitment to celebrating and understanding the richness of human experiences represented through the written word.

5.3.12. Creative and Reflective Responses

Fostering creative and reflective responses to literature is vital to the language-based approach to enhancing literary competence among EFL students. Educators can cultivate a deeply personal and transformative learning experience that transcends mere comprehension and analysis by

encouraging students to engage with literary works through artistic expression and reflective practices.

Creative responses to literature offer students a powerful avenue to explore the depths of their imagination, tap into their emotional resonance with literary works and express their unique interpretations through various artistic mediums. One powerful approach is to incorporate creative writing exercises, where students are challenged to reimagine scenes, characters, or narratives from their unique perspectives. This practice reinforces their understanding of literary techniques and devices and fosters their ability to craft compelling narratives, develop distinct voices, and experiment with different stylistic approaches.

Drama and theatrical performances can also serve as potent creative outlets for students to engage with literature. By adapting literary works for the stage, students can breathe life into the characters, themes, and emotions embedded within the texts. This process encourages them to delve into the nuances of dialogue, character development, and dramatic tension while honing their collaborative skills and fostering a deeper emotional connection with the material.

Visual arts, such as painting, sculpture, or multimedia installations, offer another rich domain for creative expression. Students can be encouraged to create artistic representations that capture the essence of literary works, translating the written word into visual narratives, symbolic interpretations, or abstract expressions. This practice fosters creativity and artistic expression and cultivates a deeper understanding of literary engagement's multisensory and experiential nature.

Reflective practices, such as journaling and participation in discussion forums, provide invaluable opportunities for students to personalise their learning experiences and cultivate metacognitive awareness. By maintaining literary journals, students can record their thoughts, observations, and emotional responses to the works they are studying. These journals serve as repositories for their evolving interpretations, allowing them to track their growth and development as critical readers and literary scholars.

Instructors can guide students in their journaling practice by providing prompts encouraging them to explore specific literary elements, character motivations, or thematic concerns. Additionally, students can be encouraged to reflect on their connections to the literary works, drawing parallels between the themes and experiences portrayed in the texts and their lived realities.

Whether in physical classrooms or online platforms, discussion forums offer dynamic spaces for students to share their reflections, engage in scholarly discourse, and learn from diverse perspectives. Through these forums, students can articulate their interpretations, respectfully

challenge one another's viewpoints, and collaboratively construct more profound understandings of literary works.

Reflective practices foster personal growth and self-awareness and cultivate essential academic skills, such as critical thinking, effective communication, and synthesising and articulating complex ideas. By engaging in these practices, students develop a heightened sense of ownership over their learning journey, becoming active participants in constructing knowledge rather than passive recipients of information.

Furthermore, creative and reflective responses to literature can serve as powerful catalysts for personal transformation and social awareness. By encouraging students to explore themes of identity, social justice, and cultural representation through artistic expression and introspection, educators can empower them to use literature as a lens to interrogate their own beliefs, challenge societal norms, and envision more inclusive and equitable realities.

In essence, fostering creative and reflective responses to literature within the language-based approach is a holistic endeavour that nurtures students' artistic expression, emotional intelligence, metacognitive abilities, and personal growth. By embracing these practices, educators can transform the study of literature into a deeply immersive and transformative experience, one that cultivates not only literary competence but also empathy, self-awareness, and a lifelong appreciation for the power of the written word to illuminate the human condition in all its complexity and beauty.

5.4. General Conclusion

The research project undertaken for this PhD thesis, implementing a Language-Based Approach to Enhance the Literary Competence of English as Foreign Language Students: The Case of Second-Year Literature Class at the Department of English at El Oued University, addresses a critical area in EFL education through an innovative mixed methods approach. This comprehensive study provides valuable insights into the efficacy of the Language-Based Approach (LBA) in enhancing literary competence among undergraduate students, contrasting it with traditional literature teaching methods. This study contributes to academic knowledge and has practical implications for curriculum design and teaching strategies in EFL settings, advocating for broader application of the Language-Based Approach to enrich EFL literary education. The detailed analysis and thorough examination of the LBA's effectiveness and reception offer a compelling case for its adoption in similar educational contexts, aiming to foster a more profound and culturally rich understanding of literature among EFL students.

The thesis begins with clearly defining literary competence and the unique challenges of teaching literature in an EFL context. It then introduces a structured Language-Based Approach, emphasising the five pillars—Comprehensive Engagement, Textual Acumen, Aesthetic Insight, Cultural Awareness, and Analytical Application—providing a holistic framework for improving students' engagement with and understanding of literary texts.

Quantitative data from pre- and post-intervention tests indicate significant improvements in literary analysis skills, understanding of literary genres and themes, and applying literary terms among students who participated in the LBA curriculum. These findings are corroborated by qualitative data from teacher observations and student interviews, which reflect positive perceptions of the LBA's impact, highlighting enhanced appreciation and engagement with literature.

Moreover, the thesis navigates the inherent complexities in assessing literary competence, acknowledging the challenges, and effectively utilising a triangulation method to ensure robust and reliable findings. The careful consideration of ethical standards and the methodological rigour applied throughout the research process reinforce the conclusions' validity.

The LBA significantly enhances student engagement and comprehension in literature courses by fostering a deep, interactive engagement with texts. This approach uniquely combines the focus on language and content, enabling students to grasp complex literary concepts and themes through a framework they can actively analyse and manipulate. Such dual emphasis clarifies intricate literary ideas and encourages students to immerse themselves fully in the texts. Enhanced engagement is visible in classroom dynamics, where students show a marked increase in their willingness to discuss and debate various literary elements. This active participation is crucial as it transforms the learning environment into a more vibrant and interactive space, significantly enriching the educational experience and deepening students' understanding of literature.

Building on the enhanced engagement and comprehension fostered by the LBA, this pedagogical method also significantly develops students' critical analytical skills. By merging linguistic analysis with literary content, the LBA provides students with the tools to dissect and interpret texts effectively. This integration cultivates higher critical thinking, as students are encouraged to delve beyond mere content comprehension. They are taught to analyse how a text communicates its messages—through stylistic choices, narrative techniques, and specific language use. This critical lens is pivotal for students, enabling them to develop a more nuanced and

profound understanding of literature. As they become adept at analysing texts' form and content, they engage more profoundly and apply these analytical skills to a broader range of literary works.

Continuing from developing critical analytical skills, the LBA also significantly enhances students' textual acumen. Under this approach, students demonstrate a markedly improved ability to parse complex texts and decipher their underlying structures. This improvement is primarily attributed to the LBA's emphasis on language's stylistic and formal aspects. Such an emphasis aligns closely with the analytical skills essential for profound literary interpretation, enabling students to grasp the content and the intricate ways language shapes meaning. This refined understanding of textual analysis ensures students can engage with literature more profoundly and insightfully, effectively linking their analytical skills with practical text interpretation.

Following the improvement in textual acumen, the suggested method further enriches students' learning by deepening their cultural and aesthetic insight. This method promotes a profound appreciation for the cultural contexts and aesthetic dimensions embedded within literary texts. By emphasising language as a primary vessel for cultural expression, the LBA enables students to explore and understand the subtle cultural nuances and aesthetic values intricately woven into the fabric of the texts. This focus on the expressive capabilities of language helps students uncover layers of meaning often overlooked in traditional pedagogies, which tend to prioritise content memorisation over interpretative engagement. Consequently, students equipped with these insights can appreciate literature as a form of art and a reflection of cultural identity and historical context, thereby gaining a richer, more comprehensive literary experience.

Building upon the enriched cultural and aesthetic insights provided by the LBA, this methodology also fosters the practical application of literary terms and concepts. The LBA makes the learning process more dynamic and applied, encouraging students to utilise these terms in their analyses actively. This hands-on application aids students in becoming more fluent in the language of literary criticism, significantly enhancing their skills in academic and professional contexts. As they become more proficient in employing critical literary terms, students are better equipped to engage deeply with literature and articulate their interpretations and critiques with precision and confidence. This capability is essential for those aiming to contribute to scholarly discourse or to pursue careers that demand a high level of literary analysis and communication.

This approach is a promising teaching method due to its strong alignment with contemporary educational goals, prioritising critical thinking, problem-solving, and creative thinking. These competencies are at the core of modern educational paradigms designed to equip students with the skills necessary for success in higher education and professional environments. LBA inherently

cultivates these skills through its integrated and interactive approach to literature, engaging students in complex analytical exercises that require them to think critically about language and content. By aligning its pedagogy with these contemporary educational objectives, LBA meets current academic standards and enhances students' intellectual capacities in ways that are directly applicable to real-world challenges. This relevance makes LBA an essential component of contemporary literature education, preparing students to navigate and succeed in increasingly complex global communication and cultural interaction landscapes.

Building on its alignment with contemporary educational goals, the LBA further stands out due to its adaptability to diverse learning environments. The versatility of LBA allows it to be effectively integrated into various educational contexts, making it highly suitable for accommodating different learning styles and student backgrounds. This adaptability is crucial in today's multifaceted educational landscapes, where classrooms often have students with varying needs and preferences. Through individual analysis, collaborative group work, or engaging multimedia presentations, LBA can be customised to maximise learning outcomes and ensure inclusivity across diverse settings. By offering multiple avenues for engagement, LBA enriches the learning experience and enhances accessibility, allowing all students to benefit from its comprehensive literary and linguistic approach. This flexibility in application ensures that LBA remains an effective and relevant teaching strategy in any educational scenario, seamlessly connecting with the previously discussed alignment with modern educational paradigms.

Following its adaptability to diverse educational settings, the Language-Based Approach (LBA) significantly empowers students through mastery of the language used in literature. As students deepen their understanding and control over the language, they experience increased confidence and autonomy in their learning processes. This empowerment is not merely about linguistic proficiency; it transforms how students interact with texts and articulate their thoughts. Mastering language equips them to navigate literary discussions with greater ease and assertiveness, fostering a sense of ownership and personal investment in their educational journey. Such empowerment is a vital motivational factor, directly contributing to enhanced academic performance and tremendous enthusiasm for learning. By enabling students to feel capable and independent, LBA creates a conducive environment for sustained academic engagement and success, reinforcing its role as an essential pedagogical tool in contemporary education.

The Language-Based Approach (LBA) is further validated by evidence-based success, as detailed in this thesis. Both quantitative and qualitative research findings provide strong empirical support for the efficacy of LBA. The significant improvements recorded in the experimental group

subjected to the LBA clearly demonstrate its superior educational outcomes compared to traditional teaching methods that separate linguistic skills from literary analysis. This linguistic and literary education integration under the LBA enhances students' understanding and appreciation of texts and promotes a more holistic development of literary competencies. Such data-driven results underscore LBA's robustness as a teaching method, offering a compelling argument for its broader adoption in educational systems to foster more profound, meaningful learning experiences.

In conclusion, the research presented in this thesis is a significant contribution to the field of EFL literature teaching. It provides a solid foundation for future studies and offers actionable insights for educators seeking to enhance literary competence through innovative and integrative teaching methods. The success of the LBA in this setting underscores its potential as a transformative tool in EFL literature education, promising not only to improve literary competence but also to enrich students' academic and personal growth.

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Appendices

Appendix A: Administrative Permission of the Experiment Study

طالب الدكتوراه : كيرد سمير
قسم اللغة الانجليزية / جامعة خنسلة
البريد الإلكتروني: Samir.kirdi@gmail.com
الهاتف : 0660 65 22 24

رأى السيد :
رئيس قسم اللغة الانجليزية
جامعة خنسلة / الوادي .

الموضوع : طلب تدريس مقاييس Literary Texts
أنا الممضي أسفله ، كيرد سمير ، طالب دكتوراه بقسم اللغة
الانجليزية ، جامعة خنسلة تخصص Didactics of literary texts ، لي
الشرف العفوي بالتقدم اليكم بطلب تدريس مقاييس Literary text
لطلبة السنة الثانية ليسانس وذلك في إطار باعداد الجزء
التطبيقي من أطروحة الدكتوراه وذلك تحت اشراف
الدكتورة عزيزة سعدون ، استاذ محاضر بجامعة ورقلة .
حي بانتظار الرد من سيادتكم ، تقبلوا مني فائق التقدير والاحترام .



المشرف على الأطروحة
د. سعدون عزيزة

طالب الدكتوراه
كيرد سمير

Appendix B: Pre-Treatment Questionnaire

Dear Students,

We are currently conducting a research study focused on implementing a Language-Based Approach to enhance literary competence among English as a Foreign Language (EFL) students. Your responses and insights will be carefully analysed and kept confidential, serving as a vital component of my PhD thesis. Motivated by the goal to understand the effectiveness of this approach in improving literary understanding and engagement, I cordially invite you to share your experiences and perspectives openly and honestly.

Rest assured that your responses will be treated with the utmost confidentiality and will only be used for the purpose of this research. Your participation is voluntary, and you may withdraw from the study at any time without consequence.

Your contribution to this research is highly valued, and I sincerely thank you in advance for your participation.

If you have any questions or concerns, please do not hesitate to contact me. I am happy to provide further information or clarification as needed.

I extend my sincere thanks in advance for your participation.

Section 1: Demographic Information

1. Please indicate your age.....

2. Please indicate your gender.

☐ Male

☐ Female

3. Educational Background in Literature:

Aside from introductory university courses, have you previously taken any courses in literature, including informal or self-directed studies?

☐ Yes

☐ No

If yes: Please list the literature courses you have taken, including the language of instruction.

.....

4. English Language Proficiency:

Appendices

How would you rate your proficiency in English?

- ☐ Beginner
- ☐ Intermediate
- ☐ Advanced

Section 2: Attitudes and Motivations towards Literature

1. Interest in Studying Literature:

How interested are you in studying literature?

- ☐ Not at all interested
- ☐ Slightly interested
- ☐ Moderately interested
- ☐ Very interested
- ☐ Extremely interested

2. Relevance of Literature Studies to Personal and Academic Objectives:

How relevant do you believe literature studies are to your personal and academic goals?

- ☐ Not at all relevant
- ☐ Slightly relevant
- ☐ Moderately relevant
- ☐ Very relevant
- ☐ Extremely relevant

3. Personal Enjoyment from Engaging with Literature:

How much do you enjoy reading and analysing literary texts?

- ☐ Not at all enjoyable
- ☐ Slightly enjoyable
- ☐ Moderately enjoyable
- ☐ Very enjoyable
- ☐ Extremely enjoyable

4. Impact of Previous Literature Experiences:

How have your previous experiences with literature (either in or outside the classroom) influenced your current attitudes towards literature?

- ☐ No influence at all
- ☐ Slight influence
- ☐ Moderate influence
- ☐ Strong influence
- ☐ Very strong influence

Section 3: Challenges and Difficulties in Learning Literary Texts

1. Understanding of Literary Concepts and Terms:

How challenging do you find understanding and using literary concepts and terms in English?

- ☐ Not challenging at all
- ☐ Slightly challenging
- ☐ Moderately challenging
- ☐ Very challenging
- ☐ Extremely challenging

2. Comprehension of Complex Texts:

Rate the level of difficulty you face in comprehending complex literary texts written in English.

- ☐ No difficulty
- ☐ Minor difficulty
- ☐ Moderate difficulty
- ☐ Considerable difficulty
- ☐ Significant difficulty

3. Language Barrier Impact on Students Literary Competence:

To what extent does the language barrier impact your ability to understand and enjoy literature in English?

- ☐ No Impact
- ☐ Minor Impact
- ☐ Moderate Impact
- ☐ Strong Impact
- ☐ Very Strong Impact

4. Understanding Cultural Contexts and References:

How often do you encounter challenges in understanding the cultural contexts or references within literary texts?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

5. Expressing Thoughts about the text in analytical way:

Appendices

Rate the difficulty you experience in expressing your thoughts and analyses of literary texts in English.

- ☐ No difficulty
- ☐ Minor difficulty
- ☐ Moderate difficulty
- ☐ Major difficulty
- ☐ Significant difficulty

Section 4: Literary Competence and Experience

1. Familiarity with Literary Genres:

Which literary genres are you most familiar with? (Select all that apply)

- ☐ Poetry
- ☐ Drama
- ☐ Novels
- ☐ Short Stories
- ☐ None of them

2. Understanding Literary Devices and Figurative Language

How challenging do you find interpreting symbolism and metaphors in English literature?

- ☐ Not challenging at all
- ☐ Slightly challenging
- ☐ Moderately challenging
- ☐ Very challenging
- ☐ Extremely challenging

3. Appreciation of Aesthetic Elements in the Text:

Rate your ability to appreciate and discuss the aesthetic elements (e.g., imagery, style) in a literary work.

- ☐ Very poor
- ☐ Very Limited
- ☐ Limited
- ☐ Fair
- ☐ Good
- ☐ Proficient

4. Discussing and Writing about Literary Form and Structure

Rate your level in discussing and writing about literary texts.

- ☐ Very Limited

Appendices

- ☐ Limited
- ☐ Moderate
- ☐ Skilled
- ☐ Extremely Skilled

5. Synthesizing Literary Text Elements into Unified Imaginative Readings

Rate yourself on a scale of your ability to synthesize literary text elements into unified imaginative readings.

- ☐ Extremely Skilled
- ☐ Very Limited
- ☐ Limited
- ☐ Moderate
- ☐ Skilled
- ☐ Extremely Skilled

6. Confidence in Participating in Literature Discussions:

How confident are you in participating in discussions about literature in English?

Ext Not confident at all

- ☐ Not confident at all
- ☐ Slightly confident
- ☐ Moderately confident
- ☐ Confident
- ☐ Very confident

Section Five: Learning Styles and Preferences in Taking Literature Lessons.

1. Preferred Method of Literature Instruction:

Which method of instruction do you prefer for literature lessons?

- ☐ Lectures
- ☐ Interactive discussions
- ☐ Multimedia presentations
- ☐ Group projects
- ☐ Hands-on activities (e.g., creative writing, role-play)
- ☐ Self-directed Learning
- ☐ Blended Learning

2. Engagement with Reading Materials:

How do you prefer to engage with reading materials in literature classes?

- ☐ Independent reading

Appendices

- ☐ Guided reading sessions
- ☐ Literary Circles
- ☐ Listening to multimedia versions
- ☐ Creative Writing Responses

3. Focus of Interest in Literature Studies:

Which aspect of literature studies do you prefer to focus on?

- ☐ Cultural context and background
- ☐ Literary language and stylistic features
- ☐ Reader response and interpretation
- ☐ Information-based (historical and factual content)
- ☐ Creative Writing and Composition

4. Role of Technology in Literature Classes:

How beneficial do you find the use of technology (e.g., digital platforms, online resources) in literature classes?

- ☐ Extremely beneficial
- ☐ Somewhat beneficial
- ☐ Neutral
- ☐ Slightly beneficial
- ☐ Not beneficial at all

5. Preference for Assessment Methods in Literature:

Which assessment method do you prefer in literature classes?

- ☐ Written essays
- ☐ Written Paragraphs
- ☐ Oral presentations
- ☐ Multiple-choice quizzes
- ☐ Research projects

Appendix C: Post-Treatment Questionnaire

Dear Students,

As we move forward with our study on the impact of the Language-Based Approach in enhancing literary competence, I would like to express my gratitude for your earlier participation. We are now entering the second phase of our research, which involves gathering your post-intervention experiences and insights. This follow-up questionnaire seeks to understand the changes in your literary understanding, engagement, and competence after the introduction of the Language-Based Approach in your EFL classes. Your honest and reflective responses are invaluable, as they will contribute significantly to the analysis and conclusions of this study.

Your feedback is crucial for this phase of the research, and I sincerely thank you in advance for your continued support. If you have any questions or require further information, feel free to contact me.

Thank you once again for your valuable contribution to this academic endeavour.

For each statement in the questionnaire, please indicate your level of agreement using the following response options:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Section 1: Assessment of Literary Understanding and Skills - Literary Competence Development

1. My ability to interpret themes in literary texts has improved significantly.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

2. I have developed a greater appreciation for the aesthetic and stylistic elements of literature.

- ☐ Strongly Disagree
- ☐ Disagree

Appendices

- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

3. I have developed a deeper understanding and familiarity with major literary genres.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. My ability to identify and appreciate literary devices and techniques has enhanced markedly.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. I now find it easier to engage with and interpret complex literary texts.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Section 2: Attitudinal Changes towards Literature and Overall Impressions

1. My interest in studying literature has increased following this course.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

2. I am now more confident in analysing the structure and stylistic features of various literary genres.

Appendices

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

3. My enthusiasm for exploring diverse literary genres has grown as a result of this course.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. I feel more motivated to engage in literature classes and discussions now.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. I am more inclined to read literature for pleasure outside of academic settings.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Section 3: Reflection on Learning Experiences and Impact of Language-Based Approach

1. The teaching method has positively transformed my overall learning experience in literature.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Appendices

2. I find the teaching methods to be more engaging and effective in learning literary texts.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

3. The collaborative and interactive strategies of have significantly enhanced my participation in class.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

4. Focusing on the aspects of the literary language has deepened my understanding of symbolic meanings in the texts.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. The activities and assignments were instrumental in refining my skills in literary analysis.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

6. This course has been more engaging than any previous literature classes I have attended.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree

Appendices

☐ Strongly Agree

7. The teaching methodologies employed in this course were superior to any prior literature instruction I have received.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

Section 4: Enhancement of Literary Vocabulary and Analytical Skills

1. This course has considerably expanded my literary vocabulary in English.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

2. My ability to comprehend complex literary texts has significantly improved after this intervention.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

3. My proficiency in written English for literary analysis has improved remarkably.

☐ Strongly Disagree

☐ Disagree

☐ Neutral

☐ Agree

☐ Strongly Agree

4. I feel significantly more confident in employing poetic devices in my writing.

Appendices

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

5. Engaging with the texts has broadened my comprehension and interpretative skills of figurative language and literary devices.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

6. I am now more confident in using English to articulate complex ideas and perspectives.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neutral
- ☐ Agree
- ☐ Strongly Agree

Appendix D: Teachers Interview

Dear Teachers:

I am conducting a research project that explores the effectiveness of implementing a Language-Based Approach to enhance the literary competence of second-year English as a Foreign Language (EFL) students at El Oued University. The purpose of this interview is to gather your valuable insights and perspectives on this approach, focusing on its role in fostering students' engagement with and understanding of literature.

Your experiences, strategies, and beliefs about teaching literature in the EFL classroom through the Language-Based Approach will significantly contribute to the depth and quality of the research findings. By sharing your practical knowledge and observations, you can help identify the strengths and challenges of this approach and provide examples of how it has influenced students' learning outcomes and attitudes towards literature.

Your input is crucial to the success of this research project, and I greatly appreciate your willingness to share your expertise and experiences. Please be assured that all information provided during the interview will be kept strictly confidential and used solely for the purpose of this study.

Thank you in advance for your cooperation and support.

Section 1: Contextual and Pedagogical Challenges

Q1: Can you describe your experience with teaching literature to undergraduate students in an EFL setting in Algeria?

.....

Q2: Can you describe your experience with teaching literature to undergraduate students in an EFL setting in Algeria?

.....

Q3: What are the most significant challenges you face when teaching literature to EFL students at the bachelor's level?

.....

Q4: Based on your experience, what are the primary difficulties that students encounter when engaging with literary texts in English?

.....

Q5: How do these challenges impact the students' attitude and motivation of studying literary texts?

.....

Section 2: Assessing Literary Competence in the Algerian EFL Context

Q1: How do you define literary competence in the context of EFL learners at the university level?

.....

Q2: What are the key components of literary competence that you aim to develop in your students?

.....

Q3: Why is literary competence important for EFL students?

.....

Q4: Based on your experience, how would you assess the overall level of literary competence among Algerian EFL undergraduate students?

.....

Q5: What aspects of literary competence do students typically struggle with?

Q6: How do you address these challenges, especially in terms of student engagement and comprehension?

.....

Q7: Have you observed any changes in the levels of literary competence among students over the years? If so, what are these changes?

.....

Q8: How do you distinguish between language proficiency and literary competence in your students? Can high language proficiency mask issues with deeper literary understanding?

.....

Q9: Can you share examples of how you assess your students' literary competence?

.....

Section 3: Implementing the Language-Based Approach

Q1: Can you describe your initial thoughts on the Language-Based Approach in literature teaching?

.....

Q2: Have you incorporated elements of the LBA into your teaching practices? If so, can you provide specific examples?

.....

Q3: What challenges, if any, have you faced while implementing the Language-Based Approach in your literature classes?

.....

Appendices

Q4: In your opinion, how does the Language-Based Approach influence the teaching and learning of literature in an EFL context?

.....

Q5: From your perspective, what are the potential benefits of using the LBA in teaching literature to EFL students?

.....

Q6: Among these five pillars of literary competence (comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, analytical application), which do you believe benefitted the most from LBA? Why?

.....

Q7: Are there any limitations or challenges associated with implementing the LBA in the Algerian EFL context?

.....

.....

Appendix E: Pre-Test

Please carefully read the provided passage and then respond to the subsequent questions.

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further outdoor exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room: she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; saying, 'She regretted to be under the necessity of keeping me at a distance; but that until she heard from Bessie, and could discover by her own observation, that I was endeavouring in good earnest to acquire a more sociable and childlike disposition, a more attractive and sprightly manner - something lighter, franker, more natural, as it were - she really must exclude me from privileges intended only for contented, happy, little children.'

'What does Bessie say I have done?' I asked.

'Jane, I don't like cavillers or questioners; besides, there is something truly forbidding in a child taking up her elders in that manner. Be seated somewhere; and until you can speak pleasantly, remain silent.'"

A breakfast-room adjoined the drawing-room, I slipped in there. It contained a bookcase: I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk; and, having drawn the

red moreen curtain nearly close, I was shrined in double retirement.

Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near a scene of wet lawn and stormbeat shrub, with ceaseless rain sweeping away wildly before a long and lamentable blast.

I returned to my book—Bewick's History of British Birds: the letterpress thereof I cared little for, generally speaking; and yet there were certain introductory pages that, child as I was, I could not pass quite as a blank. They were those which treat of the haunts of sea-fowl; of 'the solitary rocks and promontories' by them only inhabited; of the coast of Norway, studded with isles from its southern extremity, the Lindeness, or Naze, to the North Cape—

'Where the Northern Ocean, in vast whirls, Boils round the naked, melancholy isles Of farthest Thule; and the Atlantic surge Pours in among the stormy Hebrides.'

Nor could I pass unnoticed the suggestion of the bleak shores of Lapland, Siberia, Spitzbergen, Nova Zembla, Iceland, Greenland, with 'the vast sweep of the Arctic Zone, and those forlorn regions of dreary space,—that reservoir of frost and snow, where firm fields of ice, the accumulation of centuries of winters, glazed in Alpine heights above

heights, surround the pole, and concentrate the multiplied rigours of extreme cold.' Of these death-white realms I formed an idea of my own: shadowy, like all the half-comprehended notions that float dim through children's brains, but strangely impressive. The words in these introductory pages connected themselves with the succeeding vignettes, and gave significance to the rock standing up alone in a sea of billow and spray; to the broken boat stranded on a desolate coast; to the cold and ghastly moon glancing through bars of cloud at a wreck just sinking.

I cannot tell what sentiment haunted the quite solitary churchyard, with its inscribed headstone; its gate, its two trees, its low horizon, girdled by a broken wall, and its newly-risen crescent, attesting the hour of eventide.

The two ships becalmed on a torpid sea, I believed to be marine phantoms.

1. Reading Comprehension and Engagement: (Comprehensive Engagement)

- What is Jane's attitude towards the weather and the walks described in the passage?

a) She finds them refreshing and enjoyable.

Appendices

- b) She is indifferent to the weather and dislikes the walks.
- c) She dislikes both the weather and the walks.
- d) She enjoys the walks despite the weather.

- Describe how Jane's feelings towards her walks relate to her overall situation in the Reed household.

.....

.....

.....

- Describe the relationship between Jane and the Reed family as depicted in the passage.

.....

.....

.....

2. Literary Knowledge and Familiarity: (Textual Acumen)

- Identify the genre of the passage provided.

.....

- Identify the narrative perspective used in the excerpt.

.....

.....

.....

- Discuss the significance of the setting in the excerpt. How does it contribute to the overall mood?

.....

.....

.....

- Identify and explain two descriptive phrases used to describe the setting or the weather in the excerpt.

.....

.....

.....

- Critically analyse the character of Mrs. Reed based on her dialogue and actions in the excerpt.

Appendices

-
-
-
- How does Brontë use Mrs. Reed to develop the themes of social hierarchy and familial relationships?

-
-
-
- Identify and discuss any symbols or metaphors present in the passage and their significance to the narrative.

3. Aesthetic and Stylistic Appreciation: (Aesthetic Insight)

- How the author uses descriptive language to create a mood in this excerpt. Focus on her descriptions of the weather and the indoor setting.

-
-
-
- Analyse the author's use of descriptive language in the passage. How does her choice of words affect the reader's understanding of Jane's feelings and the environment?

-
-
-
- Discuss the symbolic meaning of Jane's retreat to the breakfast-room and her choice of book. What does this tell us about her character and her situation?

Cultural and Interpretative Understanding: (Cultural Awareness)

Appendices

- Reflect on how the setting and characters in the passage provide insights into their lifestyle and social norms (Consider aspects such as the role of women, social classes, and family dynamics in your analysis).

.....

.....

.....

- How does Jane's interaction with the Reed family in this passage reflect her position and treatment in the household?

.....

.....

.....

- How does the description of the indoor setting and the interaction between characters reflect the cultural and social values of the Victorian era? Discuss elements such as family structure, social hierarchy, and the expected behavior of children during that time.

.....

.....

.....

Based on the excerpt, which aspect of Victorian culture is most prominently highlighted through Jane's experiences and observations?

- a) The significance of social status and class distinctions.
- b) The emphasis on outdoor leisure and exploration.
- c) The role of education and intellectual development.
- d) The impact of industrialization on family life.

Appendix F: Post Test

Please carefully read the provided passage and then respond to the subsequent questions.

My father's family name being Pirrip, and my christian name Philip, my infant tongue could make of both names nothing longer or more explicit than Pip. So, I called myself Pip, and came to be called Pip.

I give Pirrip as my father's family name, on the authority of his tombstone and my sister – Mrs. Joe Gargery, who married the blacksmith. As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like, were unreasonably derived from their tombstones. The shape of the letters on my father's, gave me an odd idea that he was a square, stout, dark man, with curly black hair. From the character and turn of the inscription, "Also Georgiana Wife of the Above," I drew a childish conclusion that my mother was freckled and sickly. To five little stone lozenges, each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine – who gave up trying to get a living exceedingly early in that universal struggle – I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trousers-pockets, and had never taken them out in this state of existence.

Ours was the marsh country, down by the river, within as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things, seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain, that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle feeding on it, was the marshes; and that the low leaden line beyond was the river; and that the distant savage lair from which the wind was rushing, was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

"Hold your noise!" cried a terrible voice, as a man started up from among the graves at the side of the church porch. "Keep still, you little devil, or I'll cut your throat!"

A fearful man, all in coarse grey, with a great iron on his leg. A man with no hat, and with broken shoes, and with an old rag tied round his head. A man who had been soaked in water, and smothered in mud, and lamed by stones, and cut by flints, and stung by nettles, and torn by briars; who limped, and shivered, and glared and growled; and whose teeth chattered in his head as he seized me by the chin.

"Oh! Don't cut my throat, sir," I pleaded in terror. "Pray don't do it, sir."

"Tell us your name!" said the man. "Quick!"

"Pip, sir."

"Once more," said the man, staring at me. "Give it mouth!"

"Pip. Pip, sir."

"Show us where you live," said the man. "Pint out the place!"

I pointed to where our village lay, on the flat in-shore among the alder-trees and pollards, a mile or more from the church. The man, after looking at me for a moment, turned me upside down, and emptied my pockets. There was nothing in them but a piece of bread. When the church came to itself,—for he was so sudden and strong that he made it go head over heels before me, and I saw the steeple under my feet,—when the church came to itself, I say, I was seated on a high tombstone, trembling while he ate the bread ravenously.

1. Reading Comprehension and Engagement: (Comprehensive Engagement)

- How does Pip feel about the marshes and the graveyard?

a) He finds them comforting and familiar.

b) He is indifferent to them.

Appendices

c) He is frightened and overwhelmed by them.

d) He is curious and fascinated by them.

- Discuss how Pip's description of his surroundings and his encounter in the graveyard reflects his overall situation and emotions at this point in the story.

.....

.....

.....

Describe Pip's relationship with his family based on the information provided in the passage.

.....

.....

.....

Literary Knowledge and Familiarity: (Textual Acumen)

- Multiple-Choice Question: What is the genre of the passage from "Great Expectations"?

a) Gothic Novel

b) Romantic Fiction

c) Bildungsroman

d) Historical Fiction

- Explain the narrative perspective used in the excerpt.

.....

.....

.....

Discuss the significance of the setting in the excerpt. How does it contribute to the overall mood and tone of the passage?

.....

.....

.....

- Analyse the character of the man who confronts Pip in the graveyard. What might he symbolize in the context of the story?

.....

.....

.....

Aesthetic and Stylistic Appreciation: (Aesthetic Insight)

- Analyse the authors' use of descriptive language in the passage. How do his descriptions of the graveyard and the marshes affect the reader's perception of the scene?

.....

.....

.....

- Identify and explain two descriptive phrases Dickens uses to describe the setting or characters in the excerpt.

.....

.....

.....

- Discuss the symbolic significance of Pip's encounter in the graveyard.

.....

.....

.....

Cultural and Interpretative Understanding: "Cultural Awareness"

Short Answer: Reflect on how the setting and characters in the passage provide insights into the social norms and lifestyles of the Victorian era.

.....

.....

.....

Based on the excerpt, what aspect of aspect of culture is most prominently highlighted through Pip's experiences and observations?

- a) The importance of social status and class.
- b) The prevalence of industrialization.
- c) The emphasis on moral and ethical behaviour.
- d) The impact of poverty and social inequality.

Appendix G: The Experiment Intervention

Course Description:

This course is designed to foster students' literary competence in an EFL context by focusing on language-based approaches (LBA), rhetorical studies of texts, aesthetic appreciation, figurative

language, and various techniques of literary language. Students will engage with a diverse range of literary texts, exploring their unique features and literary devices to develop a comprehensive understanding of literature and enhance their literary language skills.

Course Objectives:

By the end of this course, students will be able to:

- Demonstrate an understanding of literary language to studying literature
- Analyse literary texts through a rhetorical lens, examining the authors' choices and their effects on the reader
- Appreciate the aesthetic qualities of literary texts and articulate their personal responses
- Identify and interpret figurative language and literary devices in various texts
- Develop a literary framework that enables them to critically engage with texts and express their ideas effectively

Lesson Plan One: Introduction to Language-Based Approaches (LBA) in Literature

Objectives:

- Students will understand the fundamentals of Language-Based Approaches (LBA) and their applications in EFL literature teaching.
- Students will explore the relationship between language and meaning in literary texts, focusing on rhetorical devices, aesthetic elements, stylistic features, and figurative language.
- Students will engage in activities and discussions to apply LBA concepts to selected literary passages, enhancing their comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application.

Materials:

- Handouts on LBA principles and key concepts, including rhetorical devices, aesthetic elements, stylistic features, and figurative language.
- Selected literary passages for in-class activities, chosen to illustrate diverse cultural perspectives and literary styles.
- Presentation slides on LBA and its applications in EFL literature teaching, incorporating visual aids and interactive elements.
- Worksheets for textual analysis focusing on specific language features and their effects on interpretation and meaning.

First Session

Introduction

- Welcome students and introduce the objectives of the lesson, emphasizing the importance of developing literary competence and language awareness.
- Provide an overview of the course and the significance of LBA in EFL literature teaching, highlighting its potential to enhance comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application.

Lecture on LBA Fundamentals

- Define Language-Based Approaches and their key principles, focusing on the interplay between language, meaning, and literary appreciation.
- Discuss the role of language in shaping meaning in literary texts, emphasizing the importance of rhetorical devices, aesthetic elements, stylistic features, and figurative language.
- Present examples of how LBA can be applied in analysing literary texts, demonstrating the ways in which language choices contribute to the text's overall impact and significance.
- Explore the role of rhetorical devices, stylistic choices, and figurative language in shaping interpretations and responses to literary texts.
- Encourage students to ask questions and share their initial thoughts on LBA, fostering a dynamic and interactive learning environment.

Small Group Activity

- Divide students into small groups and provide each group with a carefully selected literary passage that showcases diverse cultural perspectives and literary styles.
- Ask students to identify and discuss the language features that contribute to the meaning of the passage, focusing on rhetorical devices, aesthetic elements, stylistic features, and figurative language.
- Encourage students to explore the cultural and historical context of the passage, fostering cultural awareness and understanding.
- Have each group share their findings with the class and facilitate a discussion on the insights gained from the activity, encouraging students to draw connections between language, meaning, and literary appreciation.

Reflection and Closure

- Summarize the key points of the lecture and the insights from the group activity, reinforcing the importance of LBA in developing literary competence and language awareness.

Appendices

- Encourage students to reflect on their learning and share any remaining questions or thoughts, creating a supportive and inclusive learning environment.
- Assign a short reading on LBA for the next class, focusing on a specific aspect of literary language (e.g., rhetorical devices, figurative language) to deepen students' understanding and prepare them for further exploration.
- Throughout the lesson, emphasize the importance of comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application in the study of literature, and highlight the ways in which LBA can foster these skills and enhance students' literary competence and language development.

Second Session

Review and Discussion

Review the key concepts from the previous class and discuss the assigned reading.

Address any questions or concerns students may have.

Lecture on the Relationship between Language and Meaning

Discuss how language choices, such as diction, syntax, and figurative language, contribute to meaning in literary texts.

Provide examples from various literary genres to illustrate the language-meaning relationship.

Encourage students to share their own examples and observations.

Present strategies for applying LBA in the EFL classroom, such as close reading, annotation, and language-focused discussions.

Provide examples of lesson plans and activities that incorporate LBA principles.

Pair Activity

Divide students into pairs and provide each pair with a literary passage.

Ask students to analyze the language features and discuss how they shape the meaning of the passage.

Have each pair share their analysis with another pair and discuss the similarities and differences in their interpretations.

Reflection and Closure

- Summarize the key points of the lecture and the insights from the pair activity
- Encourage students to reflect on their learning and share any remaining questions or thoughts.
- Assign a short writing task where students analyse a literary passage using LBA principles
- Throughout the two-week lesson, the following literary strategies and techniques will be employed:

Appendices

Close reading and annotation.

Language-focused discussions.

Collaborative learning (small group and pair activities).

Jigsaw method for in-depth analysis and peer teaching.

Reflective writing and discussion.

Lesson Plan Two: Rhetorical Studies of Literary Texts and Aesthetic Appreciation

Objectives:

- Students will understand the principles of rhetorical analysis and its importance in literary studies, focusing on the interplay between language, meaning, and audience reception.
- Students will examine authors' choices in terms of diction, syntax, and structure, and analyse the rhetorical effects of literary devices on the reader, developing their textual acumen and analytical application skills.
- Students will engage in rhetorical analysis exercises on short stories and poems, fostering comprehensive engagement with literary texts and enhancing their literary competence.
- Students will understand the concept of aesthetic quality in literature and explore personal responses to literary texts and their aesthetic features, cultivating aesthetic insight and cultural awareness.
- Students will discuss the role of subjectivity in literary appreciation and articulate their personal responses to selected texts, promoting critical thinking and self-reflection.

Materials:

- Handouts on rhetorical analysis and aesthetic appreciation, including definitions, examples, and guided questions for analysis.
- Selected short stories and poems for in-class exercises, representing diverse cultural backgrounds and literary styles.
- Presentation slides on rhetorical studies and aesthetic appreciation in literature, incorporating multimedia elements and interactive features.

First Session

Introduction

- Recap the key points from the previous lessons on LBA, emphasizing the connections between language, meaning, and literary appreciation

Appendices

- Introduce the objectives of the lesson on rhetorical studies of literary texts, highlighting their relevance to the development of literary competence and language awareness

Lecture on Rhetorical Analysis

- Define rhetorical analysis and its importance in literary studies, focusing on the ways in which language choices shape meaning and influence audience reception
- Discuss the elements of rhetorical analysis, such as audience, purpose, and context, and their significance in interpreting literary texts
- Provide examples of how rhetorical analysis can be applied to literary texts, demonstrating the interplay between language, meaning, and rhetorical effects
- Encourage students to ask questions and share their thoughts on rhetorical analysis, fostering a collaborative and engaging learning environment

Small Group Activity

- Divide students into small groups and provide each group with a carefully selected short story that showcases diverse cultural perspectives and literary styles
- Ask students to identify and discuss the author's choices in terms of diction, syntax, and structure, focusing on how these elements contribute to the story's overall meaning and impact
- Encourage students to analyse the rhetorical effects of these choices on the reader, considering factors such as audience engagement, emotional response, and thematic interpretation
- Have each group share their findings with the class and facilitate a discussion on the rhetorical effects of these choices, promoting comprehensive engagement with the text and enhancing students' analytical application skills

Reflection and Closure

- Summarize the key points of the lecture and the insights from the group activity, reinforcing the importance of rhetorical analysis in developing textual acumen and literary competence
- Encourage students to reflect on their learning and share any remaining questions or thoughts, creating a supportive and inclusive learning environment
- Assign a rhetorical analysis of a chosen short story for the next class, providing guiding questions and prompts to support students' independent analysis

Second Session

Review and Discussion

- Review the key concepts from the previous class and discuss the assigned rhetorical analysis, encouraging students to share their insights and observations
- Address any questions or concerns students may have, providing clarification and further examples as needed

Lecture on Literary Devices and Rhetorical Effects

- Discuss common literary devices, such as metaphor, simile, and personification, and their role in shaping meaning and creating rhetorical effects
- Explain how these devices create rhetorical effects on the reader, such as evoking emotions, conveying themes, and challenging assumptions
- Provide examples from short stories and poems to illustrate the rhetorical effects of literary devices, drawing from a diverse range of cultural and literary traditions
- Encourage students to share their own examples and observations, fostering a dynamic and interactive learning environment

Creative Activity: Analysing and Creating Figurative Language

- Divide students into pairs and provide each pair with a selection of figurative language examples from various literary texts
- Ask students to analyse the figurative language, discussing its meaning, rhetorical effects, and contribution to the overall aesthetic quality of the text
- Challenge students to create their own examples of figurative language based on a given theme or emotion, encouraging them to experiment with different literary devices and styles
- Have each pair share their creations with the class, facilitating a discussion on the effectiveness and creativity of their figurative language

Aesthetic Appreciation Discussion

- Define aesthetic quality in literature and its importance in literary studies, emphasizing the subjective nature of aesthetic appreciation
- Discuss the elements that contribute to aesthetic appreciation, such as language, style, and form, and their impact on the reader's experience
- Provide examples of how aesthetic qualities can be identified and appreciated in literary texts, drawing from a diverse range of cultural and literary traditions
- Encourage students to share their own experiences with aesthetic appreciation in literature, promoting self-reflection and cultural awareness

Reflection and Closure

Appendices

- Summarize the key points of the lecture, creative activity, and discussion, reinforcing the importance of rhetorical analysis, figurative language, and aesthetic appreciation in developing literary competence and language awareness
- Encourage students to reflect on their learning and share any remaining questions or thoughts, fostering a supportive and inclusive learning environment
- Assign a reflective essay on the aesthetic qualities and personal impact of a chosen poem or short story, encouraging students to apply the concepts and skills developed throughout the lesson
- Throughout the lesson, emphasize the importance of comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application in the study of literature, and highlight the ways in which rhetorical analysis, figurative language, and aesthetic appreciation contribute to the development of these skills and enhance students' literary competence and language development.

Second Session : Rhetorical Analysis of "Rip Van Winkle" by Washington Irving

Review and Discussion

- Review the key concepts from the previous session and discuss the assigned writing task, encouraging students to share their insights and challenges.
- Address any questions or concerns students may have, providing clarification and further examples as needed.

Lecture on Diction and Syntax

- Discuss the role of diction (word choice) and syntax (sentence structure) in shaping meaning and creating rhetorical effects, emphasizing their contribution to the story's tone, style, and characterization.
- Provide examples from "Rip Van Winkle" to illustrate how Irving's diction and syntax contribute to the story's atmosphere, character development, and thematic concerns.
- Introduce the concept of "close reading" as a strategy for analyzing literary language, demonstrating how to examine specific words, phrases, and sentence structures to uncover layers of meaning and rhetorical purpose.

Small Group Analysis

- Divide students into small groups and assign each group a specific passage from the story that showcases distinctive diction and syntax.

Appendices

- Ask each group to perform a close reading of their assigned passage, analysing the diction and syntax and discussing how these elements create specific rhetorical effects, such as humour, irony, or social commentary.
- Encourage students to consider the cultural and historical context of the story, exploring how Irving's language choices reflect and challenge the values and norms of his time.
- Have each group present their analysis to the class, using textual evidence to support their interpretations and facilitating a discussion on the insights gained from the exercise.

Stylistic Imitation Exercise

- Introduce the concept of stylistic imitation as a strategy for developing literary language and rhetorical awareness.
- Provide students with a short passage from "Rip Van Winkle" that exemplifies Irving's distinctive style, diction, and syntax.
- Challenge students to write a short paragraph that imitates Irving's style, focusing on word choice, sentence structure, and rhetorical devices.
- Encourage students to share their imitations with the class, discussing the challenges and rewards of emulating a specific literary style.

Figurative Language Scavenger Hunt

- Divide students into pairs and task them with identifying and analysing examples of figurative language throughout "Rip Van Winkle," such as metaphors, similes, and personification.
- Ask each pair to discuss how these figurative devices contribute to the story's aesthetic quality, thematic concerns, and rhetorical impact.
- Have each pair share their most striking or meaningful example of figurative language with the class, explaining its significance and effect on the reader.

Reflection and Closure

- Summarize the key points of the session, reinforcing the importance of close reading, stylistic analysis, and figurative language in developing literary competence and rhetorical awareness.
- Encourage students to reflect on their learning and share any new insights or questions they have about the role of language in shaping meaning and creating literary effects.
- Assign a short rhetorical analysis essay focusing on the role of diction, syntax, and figurative language in "Rip Van Winkle," asking students to consider how these elements contribute to the story's themes, characterization, and cultural significance.

Appendices

- Throughout the lesson, emphasize the importance of comprehensive engagement with the text, the development of textual acumen through close reading and analysis, the cultivation of aesthetic insight and cultural awareness, and the application of analytical skills to uncover the rhetorical and literary dimensions of language. By engaging in a range of activities and discussions that focus on the interplay between form and meaning, students will deepen their understanding of how literary language works and enhance their ability to appreciate and analyze complex texts.

Lesson Plan Three: Applying Language-Based Approaches to "Rip Van Winkle"

First Session:

Introduction

- Introduce the short story "Rip Van Winkle" by Washington Irving, highlighting its significance in American literature and its enduring popularity.
- Discuss the historical and cultural context of the story, focusing on the themes of change, identity, and the American Dream.
- Explain the objectives of the lesson series, emphasizing the importance of developing textual acumen, aesthetic insight, cultural awareness, and analytical application.

Recap of LBA

- Review the key principles of Language-Based Approaches (LBA), focusing on the interplay between language, meaning, and literary appreciation.
- Discuss how LBA can be applied to "Rip Van Winkle," highlighting the role of rhetorical devices, figurative language, and stylistic elements in shaping the story's themes and impact.

Close Reading and Annotation

- Divide students into small groups and assign each group a section of the story that showcases distinctive language features and rhetorical devices.
- Ask students to read their assigned section closely and annotate the text, focusing on language features, figurative expressions, and stylistic elements that contribute to meaning and aesthetic effect.
- Encourage students to consider the cultural and historical context of the story, exploring how Irving's language choices reflect and subvert the values and norms of his time.
- Have each group share their findings with the class and facilitate a discussion on the insights gained from the close reading, promoting comprehensive engagement with the text.

Appendices

Language-Focused Discussion

- Lead a whole-class discussion on how Irving's language choices contribute to the story's themes, characterization, and setting, encouraging students to provide specific examples from the text to support their arguments.
- Introduce the concept of "defamiliarization" as a literary technique that uses language to challenge readers' assumptions and perceptions, and discuss how Irving employs this technique in "Rip Van Winkle."
- Encourage students to explore the aesthetic qualities of Irving's language, considering how his word choices, sentence structures, and rhetorical devices create a distinctive style and tone.

Creative Writing Exercise

- Challenge students to write a short descriptive passage that emulates Irving's style and language choices, focusing on a specific scene or character from "Rip Van Winkle."
- Encourage students to experiment with figurative language, rhetorical devices, and stylistic elements to create a vivid and engaging description.
- Have students share their passages with the class, discussing the effectiveness of their language choices and the challenges of imitating Irving's style.

Reflection and Closure

- Summarize the key points of the session and the insights gained from applying LBA to "Rip Van Winkle," reinforcing the importance of close reading, language analysis, and creative engagement with the text.
- Assign a short writing task where students analyse a specific passage from the story using LBA principles, focusing on how language shapes meaning, creates aesthetic effects, and reflects cultural values.

Second Session:

Review and Discussion

- Review the key concepts from the previous session and discuss the assigned writing task, encouraging students to share their insights and challenges.
- Address any questions or concerns students may have, providing clarification and further examples as needed.

Lecture on Diction and Syntax

Appendices

- Discuss the role of diction (word choice) and syntax (sentence structure) in shaping meaning and creating rhetorical effects, emphasizing their contribution to the story's tone, style, and characterization.
- Provide examples from "Rip Van Winkle" to illustrate how Irving's diction and syntax contribute to the story's atmosphere, character development, and thematic concerns.
- Introduce the concept of "close reading" as a strategy for analyzing literary language, demonstrating how to examine specific words, phrases, and sentence structures to uncover layers of meaning and rhetorical purpose.

Small Group Analysis

- Divide students into small groups and assign each group a specific passage from the story that showcases distinctive diction and syntax.
- Ask each group to perform a close reading of their assigned passage, analyzing the diction and syntax and discussing how these elements create specific rhetorical effects, such as humor, irony, or social commentary.
- Encourage students to consider the cultural and historical context of the story, exploring how Irving's language choices reflect and challenge the values and norms of his time.
- Have each group present their analysis to the class, using textual evidence to support their interpretations and facilitating a discussion on the insights gained from the exercise.

Figurative Language Scavenger Hunt

- Divide students into pairs and task them with identifying and analysing examples of figurative language throughout "Rip Van Winkle," such as metaphors, similes, and personification.
- Ask each pair to discuss how these figurative devices contribute to the story's aesthetic quality, thematic concerns, and rhetorical impact.
- Have each pair share their most striking or meaningful example of figurative language with the class, explaining its significance and effect on the reader.

Rhetorical Analysis Debate

- Divide the class into two groups and assign each group a specific rhetorical device or stylistic element prevalent in "Rip Van Winkle," such as irony, satire, or allegory.
- Ask each group to prepare arguments and textual evidence to support the claim that their assigned device or element is the most crucial in shaping the story's meaning and impact.
- Facilitate a debate between the two groups, encouraging students to use their rhetorical analysis skills to persuade their peers and defend their positions.

Reflection and Closure

Appendices

- Summarize the key points of the session, reinforcing the importance of diction, syntax, figurative language, and rhetorical devices in creating meaning, aesthetic effect, and cultural resonance in "Rip Van Winkle."
- Encourage students to reflect on their learning and share any new insights or questions they have about the role of language in shaping literary texts and their interpretations.
- Assign a short rhetorical analysis essay focusing on the role of diction, syntax, figurative language, and rhetorical devices in "Rip Van Winkle," asking students to consider how these elements contribute to the story's themes, characterization, and cultural significance.
- Throughout the lesson, emphasize the importance of comprehensive engagement with the text, the development of textual acumen through close reading and analysis, the cultivation of aesthetic insight and cultural awareness, and the application of analytical skills to uncover the rhetorical and literary dimensions of language. By engaging in a range of activities and discussions that focus on the interplay between form and meaning, students will deepen their understanding of how literary language works and enhance their ability to appreciate and analyse complex texts.

Third Session:

Review and Discussion

- Review the key concepts from the previous session and discuss the assigned rhetorical analysis essay, encouraging students to share their insights and challenges.
- Address any questions or concerns students may have, providing clarification and further examples as needed.

Lecture on Literary Devices

- Discuss common literary devices found in "Rip Van Winkle," such as imagery, symbolism, and irony, emphasizing their role in creating meaning, aesthetic effect, and rhetorical impact.
- Explain how these devices contribute to the story's themes, characterization, and cultural resonance, using specific examples from the text to illustrate their effects.
- Introduce the concept of "defamiliarization" as a literary technique that uses figurative language and unusual imagery to challenge readers' perceptions and evoke fresh insights, and discuss how Irving employs this technique in "Rip Van Winkle."

Jigsaw Activity

- Divide students into "expert" groups and assign each group a specific literary device found in the story, such as imagery, symbolism, irony, or allegory.

Appendices

- Ask each "expert" group to analyse their assigned device, identifying examples from the text, discussing its rhetorical effects, and exploring its contribution to the story's themes and cultural significance.
- Encourage students to consider the historical and cultural context of the story, examining how the literary devices reflect and subvert the values and norms of Irving's time.
- Rearrange students into "jigsaw" groups, with one member from each "expert" group in each new group.
- Have each "expert" present their analysis to their "jigsaw" group, using textual evidence to support their interpretations and facilitating a discussion on how the different devices work together to create meaning and aesthetic effect in the story.

Creative Visualization Exercise

- Ask students to choose a passage from "Rip Van Winkle" that features vivid imagery or symbolism.
- Have students close their eyes and visualize the scene or symbols described in the passage, encouraging them to engage their senses and emotions in the process.
- Ask students to share their visualizations with a partner, discussing how the imagery or symbolism contributes to their understanding and appreciation of the story.
- Encourage students to reflect on how their personal experiences and cultural backgrounds shape their interpretations of the literary devices and their visualizations.

Reflection and Closure

- Summarize the key points of the session and the insights gained from analyzing literary devices in "Rip Van Winkle," reinforcing the importance of figurative language, imagery, and symbolism in creating meaning, aesthetic effect, and cultural resonance.
- Encourage students to reflect on how their understanding of the story has deepened through the analysis of literary devices and the creative visualization exercise.
- Assign a short writing task where students explore the relationship between a specific literary device and a theme or cultural issue in "Rip Van Winkle," using textual evidence to support their interpretations.

Fourth Session: Aesthetic Appreciation and Personal Response

Review and Discussion

- Review the key concepts from the previous sessions and address any questions or concerns students may have.
- Encourage students to share their insights and questions from the assigned writing task, fostering a collaborative and reflective learning environment.

Lecture on Aesthetic Appreciation

- Discuss the concept of aesthetic appreciation in literature, emphasizing the subjective and emotional dimensions of the reading experience.
- Explain the elements that contribute to the story's aesthetic qualities, such as its language, style, form, and figurative expressions, using specific examples from "Rip Van Winkle" to illustrate their effects.
- Introduce the concept of "foregrounding" as a literary technique that uses unconventional or striking language to draw attention to specific elements of the text, and discuss how Irving employs this technique to create aesthetic impact and evoke reader responses.

Individual Activity

- Ask students to choose a passage from "Rip Van Winkle" that they find aesthetically appealing, emotionally resonant, or personally meaningful.
- Have students write a short personal response, focusing on their aesthetic appreciation of the chosen passage, their emotional reactions, and how it contributes to their overall experience of the story.
- Encourage students to reflect on how their personal experiences, cultural backgrounds, and values shape their aesthetic responses and interpretations of the text.
- Have students share their responses with a partner and discuss the similarities and differences in their perspectives, fostering empathy and cultural awareness.

Small Group Discussion

- Divide students into small groups and ask them to share their personal responses to the story as a whole, focusing on its aesthetic qualities, emotional impact, and cultural significance.
- Encourage students to discuss how their subjective experiences and interpretations enrich their understanding and appreciation of "Rip Van Winkle," and how the story's themes and values resonate with their own lives and communities.

Appendices

- Ask students to consider how their responses to the story have evolved throughout the lesson series, and how the various LBA strategies and creative exercises have deepened their engagement with the text.

Creative Response Project

- Introduce a creative response project where students can express their personal reactions and interpretations of "Rip Van Winkle" through various artistic and creative mediums, such as poetry, visual art, music, or dramatic performance.
- Provide students with guidelines and criteria for the project, emphasizing the importance of using artistic and creative elements to convey their aesthetic appreciation, emotional responses, and thematic interpretations of the story.
- Encourage students to draw inspiration from the literary devices, figurative language, and cultural context of "Rip Van Winkle" in their creative responses, and to reflect on how the creative process deepens their engagement with and understanding of the text.

Reflection and Closure

- Summarize the key points of the session and the insights gained from exploring aesthetic appreciation, personal responses, and creative engagement with "Rip Van Winkle."
- Encourage students to reflect on how their personal, cultural, and creative responses have enriched their understanding and appreciation of the story, and how the LBA strategies and exercises have enhanced their literary competence and language development.
- Assign a reflective essay where students analyze their creative response projects, examining how their artistic and creative choices convey their aesthetic appreciation, emotional reactions, and thematic interpretations of "Rip Van Winkle," and how the project has deepened their engagement with and understanding of the text.
- Throughout the lesson series, we emphasize on the importance of comprehensive engagement with the text, the development of textual acumen through close reading and analysis, the cultivation of aesthetic insight and cultural awareness, and the application of analytical and creative skills to uncover the rhetorical, literary, and personal dimensions of language. By engaging in a range of activities and discussions that focus on the interplay between form, meaning, and reader response, students will enhance their literary competence, develop their literary language, and deepen their appreciation and understanding of complex texts.

Appendices

Fifth Session: Aesthetic Appreciation and Personal Response

Review and Discussion

- Review the key concepts from the previous sessions and address any questions or concerns students may have.
- Encourage students to share their insights and questions from the assigned writing task, fostering a collaborative and reflective learning environment.

Lecture on Aesthetic Appreciation

- Discuss the concept of aesthetic appreciation in literature, emphasizing the subjective and emotional dimensions of the reading experience.
- Explain the elements that contribute to the story's aesthetic qualities, such as its language, style, form, and figurative expressions, using specific examples from "Rip Van Winkle" to illustrate their effects.
- Introduce the concept of "foregrounding" as a literary technique that uses unconventional or striking language to draw attention to specific elements of the text, and discuss how Irving employs this technique to create aesthetic impact and evoke reader responses.

Individual Activity

- Ask students to choose a passage from "Rip Van Winkle" that they find aesthetically appealing, emotionally resonant, or personally meaningful.
- Have students write a short personal response, focusing on their aesthetic appreciation of the chosen passage, their emotional reactions, and how it contributes to their overall experience of the story.
- Encourage students to reflect on how their personal experiences, cultural backgrounds, and values shape their aesthetic responses and interpretations of the text.
- Have students share their responses with a partner and discuss the similarities and differences in their perspectives, fostering empathy and cultural awareness.

Small Group Discussion

- Divide students into small groups and ask them to share their personal responses to the story as a whole, focusing on its aesthetic qualities, emotional impact, and cultural significance.
- Encourage students to discuss how their subjective experiences and interpretations enrich their understanding and appreciation of "Rip Van Winkle," and how the story's themes and values resonate with their own lives and communities.

Appendices

- Ask students to consider how their responses to the story have evolved throughout the lesson series, and how the various LBA strategies and creative exercises have deepened their engagement with the text.

Creative Response Project

- Introduce a creative response project where students can express their personal reactions and interpretations of "Rip Van Winkle" through various artistic and creative mediums, such as poetry, visual art, music, or dramatic performance.
- Provide students with guidelines and criteria for the project, emphasizing the importance of using artistic and creative elements to convey their aesthetic appreciation, emotional responses, and thematic interpretations of the story.
- Encourage students to draw inspiration from the literary devices, figurative language, and cultural context of "Rip Van Winkle" in their creative responses, and to reflect on how the creative process deepens their engagement with and understanding of the text.

Reflection and Closure

Summarize the key points of the session and the insights gained from exploring aesthetic appreciation, personal responses, and creative engagement with "Rip Van Winkle."

Encourage students to reflect on how their personal, cultural, and creative responses have enriched their understanding and appreciation of the story, and how the LBA strategies and exercises have enhanced their literary competence and language development.

Assign a reflective essay where students analyse their creative response projects, examining how their artistic and creative choices convey their aesthetic appreciation, emotional reactions, and thematic interpretations of "Rip Van Winkle," and how the project has deepened their engagement with and understanding of the text.

Sixth Session: Figurative Language and Unique Literary Techniques

- Review and Discussion
- Review the key concepts from the previous session and discuss the assigned reflective essay, encouraging students to share their insights and challenges.
- Address any questions or concerns students may have, providing clarification and further examples as needed.

Lecture on Figurative Language

- Discuss the types of figurative language found in "Rip Van Winkle," such as metaphors, similes, personification, and hyperbole, emphasizing their role in creating meaning, aesthetic effect, and rhetorical impact.

Appendices

- Explain how these devices contribute to the story's aesthetic qualities, characterization, and thematic concerns, using specific examples from the text to illustrate their effects.
- Introduce the concept of "defamiliarization" as a literary technique that uses figurative language to challenge readers' perceptions and evoke fresh insights, and discuss how Irving employs this technique in "Rip Van Winkle."

Figurative Language Scavenger Hunt

- Divide students into pairs and task them with identifying and analysing examples of figurative language throughout "Rip Van Winkle."
- Ask each pair to discuss how these figurative devices contribute to the story's aesthetic quality, thematic concerns, and rhetorical impact, and to consider how they reflect and subvert the cultural values and norms of Irving's time.
- Have each pair share their most striking or meaningful example of figurative language with the class, explaining its significance and effect on the reader, and facilitating a discussion on how figurative language enhances the story's meaning and emotional impact.

Lecture on Unique Literary Techniques

- Discuss the unique literary techniques employed by Irving in "Rip Van Winkle," such as the use of a frame narrative, the blending of folklore and realism, and the incorporation of gothic and romantic elements.
- Explain how these techniques contribute to the story's structure, theme, and overall effect on the reader, using specific examples from the text to illustrate their significance.
- Introduce the concept of "intertextuality" as a literary technique that refers to the presence of other texts within a text, and discuss how Irving incorporates elements of folklore, mythology, and history into "Rip Van Winkle" to create a rich and layered narrative.

Comparative Analysis Activity

- Divide students into small groups and provide each group with a short excerpt from another literary work that employs similar techniques or themes to "Rip Van Winkle," such as a folktale, a gothic story, or a romantic poem.
- Ask each group to analyse the similarities and differences between the two texts, focusing on their use of figurative language, unique literary techniques, and thematic concerns.
- Encourage students to consider how the cultural and historical contexts of the two texts shape their meaning and impact, and to reflect on how the comparison deepens their understanding and appreciation of "Rip Van Winkle."

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- Have each group present their comparative analysis to the class, facilitating a discussion on how the LBA strategies and creative exercises have enhanced their textual acumen, aesthetic insight, cultural awareness, and analytical application.

Reflection and Closure

- Summarize the key points of the session and the insights gained from analyzing figurative language, unique literary techniques, and comparative texts in relation to "Rip Van Winkle."
- Encourage students to reflect on how their understanding of the story has evolved throughout the lesson series, and how the various LBA strategies and creative exercises have deepened their engagement with and appreciation of the text.
- Assign a final reflective essay where students synthesize their learning from the entire lesson series, examining how the LBA strategies, rhetorical analysis, aesthetic appreciation, stylistic analysis, literary language study, and figurative language awareness have enhanced their literary competence, language development, and understanding of "Rip Van Winkle" as a cultural and artistic artifact.
- Throughout the lesson series, emphasize the importance of comprehensive engagement with the text, the development of textual acumen through close reading and analysis, the cultivation of aesthetic insight and cultural awareness, and the application of analytical and creative skills to uncover the rhetorical, literary, and personal dimensions of language. By engaging in a range of activities and discussions that focus on the interplay between form, meaning, and reader response, students will enhance their literary competence, develop their literary language, and deepen their appreciation and understanding of complex texts.

Seventh Session: Synthesis and Literary Framework

Review and Discussion

- Review the key concepts and insights from the previous sessions, highlighting the interconnectedness of LBA, rhetorical analysis, aesthetic appreciation, stylistic analysis, literary language study, and figurative language awareness.
- Address any remaining questions or concerns students may have, providing clarification and further examples as needed.

Small Group Synthesis

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- Divide students into small groups and ask them to synthesize the various approaches and concepts explored throughout the lesson series, focusing on how they contribute to comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application.
- Have each group create a visual representation (e.g., a mind map, concept web, or infographic) that illustrates how these elements work together to create meaning and effect in "Rip Van Winkle," using specific examples from the text to support their ideas.
- Encourage students to consider how the various approaches and concepts illuminate different aspects of the story, such as its themes, characterization, cultural context, and artistic qualities, and to reflect on how this synthesis deepens their understanding and appreciation of the text.
- Ask each group to present their visual representation to the class and facilitate a discussion on the insights gained from the synthesis activity, fostering a collaborative and reflective learning environment.

Individual Literary Framework

- Ask students to develop their own literary framework for engaging with "Rip Van Winkle" based on the concepts and approaches explored in the lesson series, emphasizing the importance of adapting and integrating these strategies to suit their individual learning styles and interpretive goals.
- Have students write a short essay outlining their literary framework, explaining how it incorporates elements of LBA, rhetorical analysis, aesthetic appreciation, stylistic analysis, literary language study, and figurative language awareness, and how it has deepened their understanding and appreciation of the story.
- Encourage students to reflect on how their literary framework addresses the key areas of comprehensive engagement, textual acumen, aesthetic insight, cultural awareness, and analytical application, and to consider how they can apply this framework to other literary texts and genres.
- Have students share their frameworks with a partner and provide feedback to each other, focusing on the clarity, coherence, and effectiveness of their approaches, and offering suggestions for further refinement and development.

Creative Synthesis Project

- Introduce a creative synthesis project where students can demonstrate their literary competence and language development by creating an original work that engages with the themes, techniques, and cultural context of "Rip Van Winkle."

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- Provide students with a range of creative options, such as writing a short story, poem, or script that adapts or reimagines the narrative; creating a series of artworks or illustrations that interpret key scenes or symbols; or composing a musical score that evokes the emotional and aesthetic qualities of the text.
- Encourage students to draw on the various approaches and concepts explored throughout the lesson series in their creative projects, and to reflect on how the creative process deepens their engagement with and understanding of "Rip Van Winkle."
- Have students present their creative projects to the class, explaining how their work synthesizes the key elements of LBA, rhetorical analysis, aesthetic appreciation, stylistic analysis, literary language study, and figurative language awareness, and how it demonstrates their literary competence and language development.

Reflection and Closure

- Summarize the key points of the lesson series and the insights gained from applying various approaches to "Rip Van Winkle," emphasizing the importance of synthesizing multiple perspectives and strategies to develop a comprehensive and nuanced understanding of literary texts.
- Encourage students to reflect on how their literary competence has developed throughout the lesson series, and how they can apply these skills and frameworks to other literary texts and genres, as well as to their own creative and analytical pursuits.
- Discuss potential future applications of the concepts and approaches explored in the lesson series, such as engaging with other works of American literature, analyzing the cultural and historical contexts of various texts, or developing original creative projects that draw on the techniques and themes of "Rip Van Winkle."
- Assign a final reflective essay where students assess their own growth and development throughout the lesson series, examining how their engagement with "Rip Van Winkle" has enhanced their literary competence, language development, and appreciation of literature as an art form and cultural artifact.
- Throughout the lesson series, emphasize the importance of comprehensive engagement with the text, the development of textual acumen through close reading and analysis, the cultivation of aesthetic insight and cultural awareness, and the application of analytical and creative skills to uncover the rhetorical, literary, and personal dimensions of language. By engaging in a range of activities and discussions that focus on the interplay between form, meaning, and reader response, students will enhance their literary

Appendices

competence, develop their literary language, and deepen their appreciation and understanding of complex texts.

Résumé

Cette étude examine l'efficacité d'une Approche Basée sur la Langue (ABL) pour améliorer la compétence littéraire parmi les étudiants de premier cycle en anglais langue étrangère (EFL), en se concentrant sur les étudiants de deuxième année du département d'anglais de l'Université d'El Oued comme cas d'étude. Utilisant une conception de méthodes mixtes séquentielles explicatives, la recherche oppose l'ABL aux méthodes traditionnelles d'enseignement littéraire dans un cadre quasi-expérimental. Le groupe expérimental, soumis à l'ABL, a interagi avec un curriculum visant à renforcer la compétence littéraire à travers cinq piliers clés : Engagement Complet, Acuité Textuelle, Perspicacité Esthétique, Conscience Culturelle, et Application Analytique. En contraste, le groupe témoin a continué avec l'enseignement littéraire conventionnel. Les données ont été collectées à travers des tests avant et après l'intervention, des entretiens avec les enseignants, et des questionnaires aux étudiants pour mesurer les changements dans les compétences d'analyse littéraire, la compréhension des genres et des thèmes littéraires, et l'application des termes et concepts littéraires. Les résultats quantitatifs des tests pré et post intervention indiquent des améliorations significatives dans la compétence littéraire du groupe expérimental, notamment dans l'application analytique et l'acuité textuelle. Les données qualitatives issues des observations des enseignants et des entretiens avec les étudiants révèlent des perceptions positives de l'impact de l'ABL sur l'engagement et la compréhension de la littérature, suggérant une appréciation accrue des études littéraires parmi les étudiants. Cette étude apporte des perspectives précieuses sur le potentiel de l'ABL pour enrichir l'éducation littéraire EFL et plaide en faveur de son application plus large dans des contextes éducatifs similaires.

Mots-clés : EFL, Didactique des Textes Littéraires, Approche Fondée sur la Langue, Compétence Littéraire, Littérature, TEFL.

مـاـذـى

تستقصي هذه الدراسة فعالية النهج المبني على اللغة في تعزيز الكفاءة الأدبية لدى طلاب اللغة الإنجليزية كلغة أجنبية خلاص مرحلة اليسانس، مع التركيز على طلاب السنة الثانية في قسم اللغة الإنجليزية بجامعة الشهيد حمه لخضر بالوادي كأنموذج للدراسة. تستخدم الدراسة تصميمًا للأساليب المختلطة التفسيرية التسلسلية، وتقرن بين تدريس النصوص الأدبية عن طريق المقاربة اللغوية وطرق التدريس التقليدية ضمن إطار تجريبي، معزًا بتحليلات نوعية تشمل مقابلات الأساتذة واستقصاءات الطلاب. يتعامل الفريق التجريبي، الخاضع للمنهج المقترح، مع أطار دراسي لتعزيز الكفاءة الأدبية عبر خمس ركائز رئيسية: الانخراط الشامل والدافع، الحدة النصية، البصيرة الجمالية للنص، الوعي الثقافي، والتطبيق التحليلي. في المقابل، استمر الفريق الضابط مع تعليم الأدب التقليدي. تم جمع البيانات من خلال اختبارات قبل وبعد التدخل، ملاحظات الاساتذة، ومقابلات الطلاب لقياس التغييرات في مهارات تحليل النص الادبي، فهم الأنواع والموضوعات الأدبية، وتطبيق المصطلحات والمفاهيم الأدبية. تشير النتائج الكمية من الاختبارات قبل وبعد التدخل إلى تحسينات كبيرة في الكفاءة الأدبية للمجموعة التجريبية، خاصة في التطبيق التحليلي والحدة النصية. تكشف البيانات النوعية من ملاحظات المعلمين ومقابلات الطلاب عن تصورات إيجابية لتأثير هذه الطريقة البيداغوجية على الانخراط والفهم الأدبي، مما يوحي بتقدير معزز للدراسات الأدبية بين الطلاب. تسهم هذه الدراسة برؤى قيمة حول إمكانية إثراء التعليم الأدبي في أقسام اللغة الإنجليزية كلغة أجنبية وتدعو إلى تطبيقه الأوسع في سياقات تعليمية مماثلة. الكلمات المفتاحية: تعليمية النصوص الأدبية، النهج المبني على اللغة، الكفاءة الأدبية، الأدب، تعليم اللغة الإنجليزية كلغة أجنبية.