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Title

**The Implementation of the  
Eclectic Method in Teaching the  
Interrelationship between  
Alienation and Escapism in *Tony  
Morrison's "Beloved" and "Home"***

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## **Dedication**

This work is dedicated to my support, source of inspiration, and pride

*My Mother and My Father*

I will be forever thankful to you

With your continual and unconditional love and support, I have been and will  
always be better

I dedicate this work to my brothers, Azzou, Ahmed Yacine, and Tarek Nadjib,  
and my one and only sister, Fatima Zahra.

*To my Partner and Little Princess: My dear Wife, Merve*



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## **Abstract**

### Abstract

Several attitudes from various academics in the disciplines of teaching English language and literature have been adopted to increase the effectiveness of teaching literature to EFL students. Thus, In addition to considering how to teach, selecting appropriate teaching resources is important while teaching English in an EFL context. This study aims to examine the effectiveness of implementing the eclectic approach in teaching literary texts to EFL students. It seeks to determine the benefits of teaching literature on English learners' skills, such as critical thinking by using an eclectic approach. In addition, the study assesses the significance of providing a suitable learning environment and its effects on the learning process. To achieve the objectives of the study, a mixed methods design is adopted, of both quantitative and qualitative nature, in which three data collection tools were used, pre and post-test, a questionnaire, and an interview. As quantitative tools, the two evaluation tests were directed to students to check the effectiveness of the researcher's intervention, which represented the use of the eclectic approach to teach themes. The students' scores in both tests were recorded and calculated using the SPSS software to determine the mean and t-test values. In addition, the questionnaire was sent to the students; whereas, teachers were interviewed. The two data collection tools have been both quantitative and qualitative as they were used to confirm the findings of the evaluation tests. It was found that the use of literature in the EFL class develops their critical thinking skills. Also, it was revealed that a suitable learning environment plays a great role in enhancing the learner's engagement in the classroom and allows for successful interaction. The findings of this study confirm the effectiveness of implementing the eclectic approach in teaching literary texts to EFL students as it provides both teachers and learners with a wealth of teaching methods and activities that intrigue learners and increase their understanding of literary themes.

**Keywords:** alienation, competence, critical thinking, escapism, learning environment, the eclectic approach, themes.

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# **General Introduction**

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## **Background**

Teaching English language and literature has always been a subject of great debate. Issues are raised about the most effective teaching approach that could facilitate EFL learners' acquisition of the language and develop their various skills. Some teaching approaches focused on the form; they were concerned with teaching elements of the language by allowing students to read in English to get more familiar with the language and build their vocabulary. However, other approaches focused on the content. Such attitudes toward teaching English language and literature had a deeper consideration of other aspects of the language including the significance of allowing learners to benefit from the experiences of other people from different cultures, especially through the integration of the study of literary works in the EFL context to enrich the teaching/learning curriculum with literary resources.

Accordingly, several approaches were suggested for the use of literature in teaching the English language. Since it is "authentic material" (Lazar, 2013), literature can be used in a variety of ways to develop learners' different skills and make their acquisition of English more attainable. In order to achieve the teaching objectives, different scholars have had distinctive viewpoints on the most suitable teaching approach that could make teaching literary texts more effective.

## **Research Problem**

Teaching English is a complex process that entails the consideration of a variety of aspects. Such aspects include the students' attitudes toward the teaching approaches used,

their individual differences, and the teaching objectives of each course. Thus, this process requires careful consideration of how to make teaching literature more efficient, in addition to how does the implementation of the eclectic method in teaching literary texts can yield fruitful results pertaining to the acquisition of English and development of the learner's various skills.

### **Significance of the Research**

As stated above, this research is concerned with the potential benefits of the integration of literary texts in the EFL class. Thus, the significance of the study lies in its consideration of, not only the significance and utility of literature to EFL learners but also in its investigation of the suitable and effective teaching approaches to be implemented in teaching the English language and literature. Also, it is worth mentioning that this research has a practical nature as it utilizes a variety of tools to achieve the set aims, which will be done by gathering data from the participants who are concerned with the field of this study either as teachers or students.

### **Objectives of the Research**

Due to the significance of teaching literature in the EFL context, and to investigate the problematic question, this research will attempt to achieve several aims that will be crucial to the understanding of the potential utility of the integration of literature in teaching English, in addition to the most suitable and effective teaching approaches for that purpose. Accordingly, this study seeks to:

- Examine how teaching literary tests to EFL students helps them think more critically.

-Determine the role and significance of the learning environment in teaching literature.

-Illustrate the significance and utility of implementing the eclectic approach to improve the learners' understanding of the themes of alienation and escapism.

### **Research Questions**

To address the problematic question of the research, several questions are put forward. The questions will guide the research throughout its different parts. They are, therefore, crucial to the progress of the research in order to be answered by the end of this study. The main issue of this research is to examine the significance of studying literary texts using the eclectic approach in improving students' learning outcomes. Accordingly, the following sub-questions are proposed:

-How can the study of literature in the EFL class improve learners' critical thinking skills?

-How does the teaching environment in the classroom affect the learning process?

-To what extent does the implementation of the eclectic approach increase students' comprehension of the themes of alienation and escapism?

### **Research Hypotheses**

The study of literature is considered an essential part of teaching English as a foreign language. Thus, it is important to consider the potential benefits of reading and analyzing literary texts in the EFL context. The advantages are related not only to the use of literature in the classroom but also depends on how it is taught to ensure a better understanding of its aspects as well as enable students to develop a variety of skills. Correspondingly, this research puts forward the following hypotheses:

- The study of literature significantly contributes to the development of EFL students' critical thinking skills.

- Having an encouraging, comfortable, and convenient learning environment maximizes the achievement of the teaching/learning process and leads to favorable learning outcomes.

- The eclectic approach is an effective way of teaching literary themes that can enhance the students' understanding of the themes of alienation and escapism.

## **Research Methodology**

To verify the aforementioned hypothesis of the study, this research is conducted with participants including teachers and students of literature. Seven college teachers (07) from different institutions were interviewed by the researcher in a structured interview to answer questions that have been already prepared with the relevance of the research. In addition, forty-nine (49) college students, who study at the third-year level at the Higher College of Teachers (ENS) in Laghouat, have had two tests (pre and post-test intervention) to test their scores before and after the researcher conducted the experimental process which is

teaching themes of literary texts using the eclectic approach. Before the pretest, students were taught several themes of literary texts using a teacher-centered traditional approach, then they had a test, and their scores were recorded. Afterward, the same students had another test, after they have been taught other themes using the eclectic approach, which was mainly learner-centered, and their scores were also recorded.

The results of both texts are inserted into the SPSS software to be calculated. To determine the significance and effectiveness of the researcher's intervention, the scores of both tests are compared to check for any difference between the two. Afterward, the results are shown in figures and discussed to illustrate the relevance of the experiment that was conducted.

This research has an empirical nature, as it is based on a practical experimental method. The study adopts a mixed method design to approach the participants to have a comprehensive understanding of the issues that are examined. Correspondingly, this research combines both quantitative and qualitative methods that are utilized together to serve the overall objectives of the research. First, a written test was conducted with the students to test their scores before and after the intervention for the sake of having concrete data about their performance, mainly after they have been taught in the experiment using the eclectic approach. In addition, the students filled out a questionnaire that was sent via Google Form which contains statements and questions.

The questionnaire was divided into six sections according to the different research are and the set objectives. The statements were stated mainly in a Likert Scale manner in which

participants had to choose from four possible choices (agree, strongly agree, disagree, strongly disagree). The responses were analyzed with reference to the research variables and objectives. In addition to those statements, the last section of the questionnaire contained open-ended questions to elicit more elaborate responses as they allow the participants to express their viewpoints freely based on their different experiences.

Besides, the teachers who participated in this study have been interviewed. In a structured interview, the seven participants (teachers) were asked fourteen (14) questions, and the interviews were recorded after having permission from the participants, for their responses will be used for research purposes only, and their answers will be presented anonymously as they will be given numbers in order to differentiate between them. In the analysis of the results of the interview, the teachers will be referred to as Teacher One, Teacher Two, etc...).

## **Structure of the Research**

This research is divided into six chapters. The first two chapters provide a theoretical background in which the relevant theories and concepts are discussed, including the importance of integrating the study of literature in the EFL classroom, the potential benefits of such integration and how It can be enriched, the most convenient and suitable approaches and activities of teaching literary texts. In addition, two significant themes (alienation and escapism) were discussed with their corresponding theories. The chapter illustrates the features, relevance, and utility of implementing the eclectic approach in teaching the English Language and Literature.

The third chapter explores the different methods used for collecting data. The methods are an evaluation of two tests (pre and post), a questionnaire for students, and an interview for teachers. The three methods were described after several main concepts of research were discussed including mixed method design, and quasi-experimental research, which are relevant to this study. Also, the chapter describes the procedures for conducting the two tests with the participants, and the statements of the questionnaire, illustrating every statement and question it contains. In addition, all of the questions of the interview are examined to show their relevance to the research.

The fourth chapter provides the results and the analysis of the test and the questionnaire. The students' scores on the two tests (pre and post) will be shown to be examined, focusing on the potential differences which are the result of the researcher's intervention in which the experimental process was conducted. In addition, this chapter portrays the results of the questionnaire. The results are discussed and analyzed moving from one question to the other, following the same order according to which it was sent to the students. To facilitate the recognition of the results, they will be shown in charts that are derived from the Google Form platform. The charts will show the students' choices of the options provided, so they will be analyzed, indicating the percentages of the participants' preferences toward each statement.

In addition to the previous chapter, chapter five is concerned with the results of the interview responses. The responses of the teachers will be inserted whenever necessary to discuss the attitudes of the participants toward the different subjects of the questions. As mentioned above, the seven teachers will be associated with corresponding numbers. For

example, Teacher One, Teacher Two, to be easily recognized. In each question, the responses of the seven teachers will be inserted with quoted texts, indicating their exact words. Then, they may be followed by the researcher's comments, discussion, and interpretations.

The sixth and final chapter of this research represents is twofold. The first part is concerned with the suggestions of the research. The suggestions discuss the size of the sample that can be used in future similar research and to the ability to use other genres in the field of teaching English language and literature in the EFL context. In addition, the second part of the chapter provides a suggested teaching approach to literature for EFL students. The approach is illustrated as their different elements are analyzed with examples. It is based on the researcher's own experience in the field of teaching English literature which paralleled with the journey of conducting the present empirical study



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**Chapter One: Review of  
Literature**

## Chapter One: Review of Literature

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## 1. Introduction

This chapter reviews the significant concepts and theories of the research. It accounts for several key terms and addresses one of the important variables in this study, which is teaching literary texts. Accordingly, the chapter aims to illustrate the main theories and attitudes that pertain to the integration of literature in the EFL context. Also, it investigates the use of literary works as a topic for discussion and analysis with EFL students. In addition, the chapter explores the different types of competence and their relationship with the study of literature. The chapter concludes by discussing several theories about the methods of conducting a literary analysis as various viewpoints will be compared and illustrated thoroughly. The purpose of this chapter is to introduce the important concepts and theories that are related to teaching literature. Besides, this chapter seeks to explain the various attitudes toward the utilization of different teaching methods and their advantages, focusing on the eclectic method and its advantages in the EFL classroom.

## 1.2 Theories of Learning

The behaviorist theory, which is one of the oldest learning approaches, considers the teacher as the center of the learning process. In the behaviorist approach, according to Morone and Tarr, knowledge acquisition is the teacher's responsibility, and it is "fixed and located outside of the learner" (2005). Accordingly, learners are only receivers through "drill and practice." It can be noted that this approach seems to neglect the learners' contribution to the learning process, as they are passively imitating and waiting for the teacher, who is regarded in this approach, according to (King, 1993), as a "sage on the stage", to

provide with everything. Also, the learners' individual and various learning are not taken into consideration because they are all learning the same way and are expected to respond similarly to the teacher. Additionally, the interaction among the students (peer interaction) is "also not necessary in this approach", which makes the learners even more dependant on the teacher for knowledge transmission.

According to (King, 1993), in this way of teaching, "the student's brain is like an empty container into which the professor pours knowledge." Since knowledge is transmitted directly from the teacher, the students are not likely to think for themselves independently; instead, they only receive and memorize whatever the teacher provides them with. Thus, there will be no creation on the part of the learners, as they are encouraged to only memorize and repeat everything.

In addition to the behaviorist approach which focuses on the teacher as the leader and center of the learning process, the social constructivist approach is different in that it allows for more interaction between the teacher and the learners. As its name indicates, knowledge in this approach according to Morrone and Tarr is not only transmitted but constructed (2005).

Thus, peer interaction is critically important, as they are not only receivers of knowledge, but also participants along with the teacher. Furthermore, peer interaction among the learners can be used to enhance learning by providing them with "cognitive conflict" which they need to solve and then asking them to resolve it (2005). When the students are required to resolve such conflicts among themselves, they are actively engaged in,

not only receiving knowledge from the teacher, but also in being a crucial part in the making of it. By doing so, they are even more likely to remember what they learn due to their active participation in the construction of information unlike when they only passively depend on the teacher for everything (Morrone & Tarr, 2005).

There is a major difference between the behaviorist and the social constructivist theories. For example, they differ in how they see knowledge. For the constructivist theory, knowledge should not be directly transmitted from the teacher to the learner. King (1993) argues that knowledge should be constructed individually by each learner in order to make sense of the information that they receive from the teacher. Also, the learners are encouraged to use their prior knowledge and experiences to help them make sense of the information suggested by the teacher. They are active and aware of the learning material because they are part of it.

When the students take part in the learning process by processing and constructing information, they are more likely, not only to remember it but “apply it in new situations” (King, 1993) as well. This view is completely different from the behaviorist theory where the students are not participants in the construction of knowledge, so they are more likely to forget it easily.

It is evident that the constructivist approach focuses more on learning and learners than on knowledge itself. Attention is given, as Weimer asserts, to “what the student is learning, how the student is learning, and the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning

positions the student for future learning”. The student is put at the center of the learning process and is given great care and importance. When this happens, learning becomes more personal and interesting because it is concerned with what the students need. This approach to learning is learner-centered where learners are “an important part of the equation” (Sharkey & Weimer, 2003).

### **1.3 Learning Styles**

Students learn in a variety of ways since they have different “backgrounds, strengths and weaknesses, interests, ambitions, senses of responsibility, levels of motivation, and approaches to studying.” These differences may affect their way and desire to learn; not all students have the same motivation, nor the capacities which they need inside and outside the classroom (Felder & Brent, 2005). Also, Different students can have different various preferences from one another. Some may prefer to learn more through visual resources. Others prefer to learn by hearing, where they tend to listen carefully to the teacher and analyze. Also, some students prefer to think more and reflect on everything they see or hear in the classroom; this kind of learning style requires more interaction and involvement of the learners in the learning process on the part of the teachers (Neo & Ng, 2020).

Due to the variety of learning styles teachers should care a lot about what and how to use the learning material to suit the learners’ styles and preferences. In order to ensure an effective learning process, teachers implement various teaching techniques. For example, some prefer primarily to lecture, giving the students a lot of input on which they take notes and from which they select what information they think they need. However, other teachers

may depend more on explaining and giving examples to facilitate the students' understanding. They may also use different activities for that purpose. So, according to how the teachers act, the students may be required to depend more on their memory, when the teacher is lecturing, or other times on their understanding, when the teacher is explaining and giving examples (Felder & Brent, 2005).

According to Keefe, learning styles may serve as “stable indicators of how learners perceive, interact with, and respond to the learning environment” (1979). They can be used by the teacher to monitor the extent to which the learning environment and materials suit them. By doing this, the teacher is able to select the teaching techniques and tools to which the learners respond better, depending on their preferred learning styles.

### **1.4 Competence and Performance**

Competence and performance are considered important terms in foreign language teaching. They have been compared and interpreted differently by scholars and researchers. Competence is seen by Noam Chomsky as the “underlying knowledge of a system, event, or fact” it is the capability of making a certain performance or an achievement. However, performance is regarded as the “concrete manifestation or realization of competence” (Terrell & Brown, 1981). It is the actual action that comes from a certain competence. The two words are closely interrelated, as competence influences performance, and this latter shows the degree and type of competence of the individual.

### 1.4.1 Communicative Competence

Canale and Swain account for five principles related to developing the learners' communicative competence in the EFL class.

First, it is regarded as a complex skill that entails different aspects. These aspects include other types of competence (grammatical and sociolinguistic). The overall aim of communicative competence is to enable learners to incorporate the various types of competence, so they can be equally targeted to ensure a fruitful learning process. Second, such a communicative approach is expected to meet the learners' different needs that are related to their different types of competence. For a communicative approach to be effective, it needs to focus on providing learners with a suitable environment in which they can practice their communicative skills.

Also, the third principle of developing learners' communicative competence is associated with enabling them to interact in fruitful discussions in the target language with the use of authentic material so that they can easily establish meaningful connections among themselves as well as with the teacher. This is believed to result in a great improvement, especially in developing, not only communicative competence but also "communicative confidence" (Canale & Swain, 1980).

In addition to the principles above, learners' communicative competence is also influenced by the use of the native language and the foreign one. That competence is easily developed when learners can interact freely with one another in an environment where they feel comfortable. The fifth and last principle of improving learners' communicative compe-

tence through is focused on a communicative approach in which learners' needs for interaction and communication are satisfied. Besides, they should be aware of the culture of the foreign language which they study.

It can be noted that the principles above stress the significance of learners' interaction in the target language to develop communicative competence. Therefore, teachers can help their students enhance their different types of competence by establishing a suitable learning environment to ensure meaningful interaction among them. Learners can have conversations wherein they practice their communicative skills, which will enable them to focus on expressing their opinions more than focusing on the language itself. The teacher can monitor such interactions and allow learners to make their points freely in order to gain more confidence in using their skills.

#### **1.4.2 Literary Competence and Teaching Themes**

Literary competence is an ability that is associated with reading, analyzing, and understanding literary texts. For Lazar, this skill (literary competence) is what enables readers of literary texts to make sense of what they read. Thus, readers of literary texts should possess certain awareness of the specific rules and conventions that govern literature. (Lazar, 2013). It can be noted that in order for students to be able to comprehend and analyze a literary text, they need first to study the universal component of such texts. For example, the teacher may start from simple elements of literature such as the plot which is in the text, and the setting, which is the time and place in which the events take place in addition to the points of view via exploring the way the story is told and the type of narrators in the text (Clippings.me Editorial Team, 2021).

As a summary of the elements above, students can move to a more crucial part of any reading of a literary text, which is the theme. It is regarded as the overall message of the writer that he aims to convey. The theme is the result of the story that is concluded as a result of the understanding of the whole text (Clippings.me Editorial Team, 2021). Therefore, understanding literature entails the full acquisition of awareness of the writer's intention in addition to the hidden message behind the text. Because themes are usually not explicitly stated by the author, readers are required to be aware of the nature of literary texts, for they should be able to look beyond the actual words into a more complex and hidden meaning.

### **1.4.3 Conventions of Literary Texts and Literary Competence**

Reading a fictional literary text is different from reading a non-fictional one for a variety of reasons. Thus, to understand a literary text, one should be aware of certain principles that distinguish it from ordinary texts. Culler believes that if the reader or the learner is not familiar with those principles, they may understand the surface meaning of the words, but they would be unable to get the subsurface meaning of the text and the writer's message behind it. This inability to understand the deeper meaning of a literary text is due to the lack of literary competence, which is the result of the failure to comprehend the rules that govern literature (Culler, 1975).

Accordingly, he suggests several concepts and expectations for reading literary texts. Writers of literary texts are believed to be expressing different attitudes toward man and his interaction with the surrounding environment. Also, diction in such words tends to be unique, as words are employed to have specific implications. In addition to the words' sur-

face and deeper meaning, fictional texts are usually infused with figurative language that gives them a unique quality and complexity, which make reading and analyzing them even more demanding. Literary texts have usually certain artistic features according to the period in which they are produced, and this makes them distinct, so they require readers' awareness of the different literary periods and their conventions (Culler, 1975).

Besides, to understand fiction, unlike non-fiction, the reader should expect different interpretations of texts, as their imagination is stimulated and required to understand the meaning of such literary texts (Culler, 1975). To understand the underlying meaning of literary texts, the reader's awareness is required. They should expect unusual structural and semantic combinations, which can make the process of interpretation and analysis more complicated.

### **1.5 Integrating Literature in the EFL Classroom**

There has been an ongoing debate on the relevance and usefulness of teaching literature to EFL students. Instructors distinguish between making literary texts the content of classroom discourse, emphasizing the uniqueness of such texts, or using such texts as means to teach the target language (Lazar, 2013). When teachers focus on teaching the content of literary texts, they will seek to enhance the learners' "literary competence" within them. It can be noted that this requires their awareness of the language of the texts so that they can easily acquire knowledge. However, when literature is used as a tool in teaching a foreign language, learners' competence about the texts can be enhanced in the process.

In addition, Lazar provides an in-depth analysis of how and why literature should be used in language learning classes. When instructors choose the suitable text according to the level and interest of their learners, these texts can be greatly stimulated to find out more about the stories they read, which can be a better experience than reading an ordinary text to a great extent. Such texts may also provide the students with an authentic account of different cultures of the target language. So, when they can learn about how other people lived and about their interactions.

The learners' acquisition of language is highly boosted as they use it all the time. So, instructors can easily make some class activities in which learners are encouraged to speak about what they read and share their views and thoughts with one another in an interactive learning environment. This is easily possible, for literary texts have a multilayered nature because the words may have complex connotations, which stimulate learners to look closer and deeper to find meaning behind such texts. Eventually, they will be able to interact with one another developing their levels of understanding and speaking through practicing (Lazar, 2013).

In an attempt to make learning literature even more beneficial to learners, Lazar believes that this is possible if instructors generate many questions about literary texts and challenge learners to answer them. By doing this, learners will be more stimulated and greatly motivated to share their viewpoints, especially if they intend to link and compare the subject of literature to their daily life experiences (Lazar, 2013). Accordingly, It can be argued that the more personal and emotional learning is, the more powerful and fruitful it

becomes, for learners will establish meaningful attachment with the text, which enables them to be immensely involved in the learning process.

Lazar accounts for several benefits of teaching literary texts to foreign language learners. He argues that literary texts can be very motivating material that learners would be willing to read and understand. Also, literature is regarded as a valuable source of knowledge in addition to having great instructive worth. Such texts are available in many curricula for their worthiness and value. When reading and analyzing literary texts, learners can learn more about different people from other backgrounds. Besides, the study of literature helps in developing learners' skills in the English language and enhances their analytical skills, as they tend to get the meaning behind what they read. In addition to their usefulness, learners of literary texts may find them highly enjoyable, as they stimulate them to share viewpoints about different subject matters (Lazar, 2013).

Literary texts can have a variety of benefits to EFL learners. Because they are motivating, they may be greatly beneficial in involving the students in the learning process, as they become eager to read the texts in the target language which can increase their vocabulary and their understanding of different compositions. Since literature is highly appreciated as a valuable teaching material, it helps in increasing the learners' general knowledge about other people. Also, it increases their familiarity with the language as they get in touch with literature through reading and discussing the topics in English. If learners feel attached to

those texts and can relate to what they read, they will be more likely to express their points of view freely and enthusiastically (Lazar, 2013).

Accordingly, several benefits of teaching in an EFL context were suggested. In addition to being highly motivating, literary texts are regarded as reliable exciting teaching material. They can contribute to raising students' consciousness about other people and cultures. Literature can also be an interesting learning tool that can be used in the classroom, for reading in the target language would provide authentic linguistic compositions that make learning the language more attainable. In addition, and as students feel related to the characters in fiction, they will easily develop their understanding of them themselves the people around them. Such texts play a great role in enhancing the learners' skills of interpretation, analysis, and critical thinking, as they attempt to comprehend the overall and sub-surface meaning of literature (Khatib et al., 2011).

## **1.6 Literature as a Topic**

There are three proposed options to consider in teaching literature as the topic in EFL classes. The first is concerned with teaching literary guidelines and conventions, as it focuses on increasing the learners' awareness about the fictional nature of the texts and the rules that govern them in addition to the background information about the literary works and authors. In such classes, the teacher is the center of the classroom, being responsible for providing the necessary data about literary texts, and students may be assessed and evaluated on the basis of their understanding of the lectures.

Also, teachers may select suitable reading material for the students to read and comment on during the lecture. Although the teacher is the center of the class, students are expected to write an analysis of the texts they read in the class. Therefore, the main focus of this option is put on the texts that are being read and discussed in the class, rather than the learners of such texts (Zaro Vera, 1991).

The second option in teaching literature is referred to as “stylistics”. This attitude towards teaching literary texts considers literature as an exciting means used in the classroom to increase the student’s appreciation and pleasure toward the texts. So, unlike the previous, which gives prominence to the teaching of the conventions of literature, this option emphasizes providing students with the necessary background needed for maintaining an interest in literary texts. The teaching of literature can also be perceived from a third perspective. It considers the teaching of literary texts as a way of improving students’ linguistic skills. The aim is, therefore, not to teach the procedures of conducting a literary analysis, but to increase the learners’ awareness of the linguistic features of the language (Zaro Vera, 1991).

## **1.7 Theories for Literary Texts’ Interpretation and Ways of**

### **Conducting literary Analysis**

Literary texts have been interpreted differently according to various theories such as the formalist, new criticism approach, and others. Each theory has its viewpoints regarding literature according to its principles. Bertens points out that the theory of literature and interpretation cannot be separated from one another because when we try to read and make

sense of a literary text, we always do it from a certain perspective (2014). Some theories tend to focus on the text itself, regarding it as the ultimate source of meaning.

For example, formalism, which is one of the early theories of literature, sheds light on the form of the literary text rather than its content. Proponents of this theory focus on the language used by the author and use it as a source of knowledge. By doing so, the values and morals that are expressed in literary texts were somehow disregarded. Critics argue that this theory of literature has gone through three major phases: the first one considers literature a “machine” that consists of different “devices” that work together as a whole. The second phase regards it as an “organism”. The third and last phase of the formalism theory sees language as a “system” of interrelated mechanisms (Carter, 2006). It can be noted that the three phases of the formalist theory, as the term implies, give great attention to the form and the language rather than the content of the literary texts. By doing so, it seems to neglect other properties of the texts such as the values to be learned by readers.

Similarly, structuralism, which is another theory that emerged in the second half of the twentieth century, examines the form and structure of language to comprehend literary texts. Structuralism believes in the close connection between form and meaning; studying the form will lead to the construction of meaning because it neglects the meaning in favor of the form; thus, structuralists are regarded as “anti-humanist” (Carter, 2006).

In addition to the above-discussed theories of literature which focus on the form rather than the content of texts, there have other literary theories that aimed to examine the meaning of literary texts instead of the form. For example, the Marxist theory argues that

literary texts are “ideological and are products of social and economic existence.” This theory differs from the formalist and structuralist theories in the way it regards the relationship between form and meaning. Therefore, all aspects of culture, including literature, cannot be separated from the historical and “social conditions” (Carter, 2006).

Studying the social conditions of the author may facilitate the understanding of the literary text because they have a considerable influence on the production of different literary texts. To understand a literary text for Marxist theory, one needs to take into consideration many factors outside the text itself such as the social conditions which may greatly influence the production and comprehension of the text.

### **1.8A Review of Literary Analysis Models**

Van (2009) argues that literary texts can be evaluated from the perspective of six main theories. First, “new criticism” focuses on the text itself, regarding it as the main source of information that provides the basis for an adequate understanding of its meaning. This theory disregards readers of such texts and the effect they may have on the comprehension of literature, for the main focus is entirely on the text. However, this theory was criticized for dismissing the role of readers because they may interact and relate to the texts they read. Also, instructors may select literary texts that are exciting for learners, as they tend to share their opinions. Although the study of literary techniques and devices may take place, this will be a way of appreciating the artistic values of literature (Van, 2009). By neglecting the role of readers in the creation of meaning in studying and analyzing literary texts, readers of such texts may not be highly motivated to study literature, as their view-

points and attitudes are not considered, which makes the literary analysis even more difficult.

The second theory of the evaluation of literary texts is “structuralism”. This theory is similar to the previous one in focusing on literary texts rather than readers. Readers’ reactions to texts are, therefore, not stressed, for the literary text, according to this theory, is seen as an object whose inner structures are examined. Since the readers’ role are dismissed, the study and analysis of literary texts will not be beneficial on a personal and cultural levels, as learners are not encouraged to learn any values (Van, 2009).

In addition to the previously discussed theories, literary texts can be analyzed with an emphasis on their uniqueness that distinguishes them from ordinary texts. In this theory, the analysis of texts focuses on their fictional nature, where words are used in different contexts that may differ from their usual meaning. Learners’ various skills are promoted, as they are motivated to make sense of the texts they read, acknowledging their distinctive nature. Hence, this theory is considered to be more applicable in the interpretation of literature, for it considers other parts of the texts beyond the surface form. This can make students more willing to comprehend what they read, as they appreciate the fictional quality of literary texts. However, in order for the learners to understand literature, they should be aware of the literary tools used by writers of fiction. It is the instructors’ responsibility to guide students through discovering the various features of fictional texts that differentiate them from non-fictional ones (Van, 2009).

Literary texts can also be analyzed from another perspective related to the reader more than the text. Thus, a “reader-response” theory focuses on the reader in the interpretation of literature. According to this theory, therefore, readers are encouraged to use their backgrounds and knowledge when reading literary texts. So, unlike structuralism theory, the meaning of literature does not lie in the text itself, but it is the reader who constructs it according to his background and knowledge. Accordingly, different learners may have different understandings of a certain text due to their various “experiences and feelings,” which may differ from one person to another. As a result, the analysis of literature may become more accessible, for learners feel more attached to the texts they read, which can increase their ability to construct meaning (Van, 2009).

Furthermore, Van points out a significant favorable attitude toward the use of the reader response approach on his learners. They seemed more cheerful and their responses have contemplative traits. Learners are more curious to decipher the meaning of literary texts, as they are actively involved in the process of learning through which they feel at ease. Moreover, argues that this approach allows students to share their viewpoints freely even if they are distinctive. They can also work with one another and make group discussions about the different themes. Learners may also make reading and performance classes of certain plays (2009).

Reader response theory focuses on the relationship between the reader and the text. For Rosenblatt, the interaction of the reader with text is a key factor in the process of its understanding. The text is regarded as a neutral entity that is only meaningful when it is being read. Therefore, the reader is expected to explore the text to construct its meaning,

which is commonly influenced by the reader's personal emotions and experiences. It is argued that the reader cannot be separated from the text, for they can easily be influenced by one another. The meaning of literary texts is, therefore, a result of the interrelationship between what is read and who reads it (Morrison & Rosenblatt, 1980).

The focus of reader response theory is on the shift from the text to the reader. Because of this shift, the reader is regarded as the main part of the reading and analysis of literature. The meaning of literary texts is believed to be actively constructed by readers (Bressler, 1999). This process enables learners to give different interpretations to literary texts that are basically influenced by their backgrounds and experiences. The choice of literary texts to be analyzed in the classroom also affects the learners' ability to construct meaning. When the texts are compelling, they can engage the learners to read and attempt to understand the hidden meaning of the text. This entails that they will be able to relate effectively to the experiences of characters and link them to their own (Lazar, 2013).

Therefore, this approach can be very beneficial and highly suitable in EFL contexts because it allows students to practice their speaking skills when they converse in English. The students' collaborative skills can also be improved, as they get used to working in pairs and groups to learn from one another by sharing their experiences and understandings of literary texts. In such interactive classes, teachers are not the center of the class, but they can monitor and guide their students (Van, 2009).

Unlike the reader-response theory of literary analysis, the “language-based” approach focuses on language acquisition. Therefore, in an EFL context, various activities are implemented to foster students’ acquisition of English. This theory does not dismiss the learners’ backgrounds, as they are encouraged to work collectively to produce pieces of writing based on their understanding of the literary text. The writing assignments are mainly about making summaries of the stories of literature and sharing them with the class to have an interchange of thoughts among the learners (Van, 2009).

The aim behind such assignments is to boost students’ various skills, including communicative abilities. When students work in pairs and groups, they can easily learn from one another through discussions and exchanging their points of view. Accordingly, their autonomy increases, as they are not obliged to rely fully on the teacher, whose viewpoints are not enforced on them. However, teachers, according to this approach, may guide their learners through the learning process to ensure they have a suitable environment in which they learn (Van, 2009).

This approach, according to Van, is believed to facilitate learners’ understanding of literary texts. They are guided by teachers who provide them with the necessary tools which they need to conduct a literary analysis, then they can link them to their personal backgrounds and knowledge. As learning becomes more interactive, students get more involved in the class, so they can speak and write more easily, which will enable them to develop an adequate understanding of literary texts with the supervision of teachers (2009).

The sixth and last approach to literary interpretation suggested by Van (2009) is “critical literacy”. It focuses on the linguistic, social, and cultural aspects of texts. He argues that this theory was not initially intended for literature classes, but it assists learners in the acquisition of a foreign language, for it focuses on the use of language in societal contexts.

Accordingly, Van (2009) states that instructors stress the importance of implementing a such approach to integrate the different aspects related to the language (cultural, political, and others) in foreign language teaching classes. In doing so, learners will be aware of the various characteristics of the language. However, teachers are responsible for monitoring the learning process of languages in order to recognize what to and what to dismiss from the other cultures of the target languages, especially if they differ from the students’ one.

In addition to teaching the cultural aspects of the language, teachers of English as a foreign language see the acquisition of linguistic competence as a necessary part of understanding literary texts. They are often faced with some difficulties when discussing themes of literature. Since students are still in the process of acquiring the language, they tend to focus on linguistic competence, as they need the correct language in order to express their points of view towards the texts they study. Consequently, their lack of linguistic skills may impede their understanding of the contents of the texts, hence making the discussion of literary themes even more challenging. For that reason, teachers may focus on developing the students with basic linguistic skills, which they can employ in learning literary texts, using a variety of tasks in the classroom (Zaro Vera, 1991).

## 1.9 Treating Errors in Teaching Literature

Errors are considered a natural step in learning and are expected by teachers. Students may make errors in their attempt to acquire new information or skill. However, teachers should be aware of the steps through which the learning process goes and guide the students all the time. Krashen (1982) argues that teachers may correct errors on the spot to ensure that the learners will acquire the rules correctly. So, students should be informed about their errors so that they avoid making them in an advanced step.

However, Li asserts that teachers may allow the students to notice the errors they make and discuss them with one another, in an attempt to give them a chance to benefit from each other's experiences. Thus, according to Li, the students can be responsible for the correction of their own errors under the supervision of the teacher. Furthermore, students' involvement in the correction process "helps them develop critical thinking and a sense of being an important member of the classroom" (2012).

Despite Li's suggestion about error correction by the students, he believes that errors should not be corrected. He argues that the teacher sometimes must not always intervene to correct the errors that may occur, but they should defer error correction until a later stage. The aim here is to let the students finish the task and then provide them with the correction in order not to affect their fluency and confidence. Li provided an example of how the students can learn from one another and be responsible for the correction of errors. The teacher asks the students to write a report and can get the students to form groups then one student from each group is going to read loudly. Next, they make a discussion about whether

or not there exist any kind of mistakes in the report and share their opinions among the group members, with other groups, and with the teacher as well (2012). When the students take the responsibility to correct their errors, they will learn how to be independent from the teacher, hence more self-confident, which is one the goals of implementing the eclectic method.

### **1.10 Choosing the Right Teaching Method**

Different methods have been advocated in the field of teaching English as a foreign language. Some methods are directed to certain linguistic capacities within learners. These “Language-centered methods” allot great attention and effort into developing the learners’ skills related to grammar when they have the opportunity to practice their abilities in order to acquire linguistic competence in the target language. The anticipated result from such methods is to develop the learners’ expertise in the language. This method views language development as mostly deliberate rather than spontaneous. The overall objective of the methods that focus on the language is grammar correctness and fluency as they take into consideration the students’ social and daily-life backgrounds (Kumaravadivelu, 2003).

In addition, other teaching methods focus more on the learning process. Those methods aim to provide learners with the chance to be actively involved in the learning process by providing them with significant situations that they can make sense of, so they can communicate effectively with each other and attempt to solve problems for the sake of learning. It is assumed that when students are engaged in meaningful contexts, they can develop linguistic skills in the process as well as improve their skills of communication.

The students' integration into the learning process is believed to result in adequate benefits. When learners participate in the process of learning, they tend to focus on communication, which increases their potential of learning more than when they focus more on acquiring linguistic skills of the target language (Kumaravadivelu, 2003).

Although the aforementioned methods differ in their principles of teaching English, they have some shortcomings. The very idea of adopting only one teaching method poses a limitation on the teacher and, and minimizes the scope of learning, for the teacher is restricted to depend solely on certain strategies that belong to the same overall method. Even though these methods are derived from different fields, the fact that they are used separately from one another narrows the potential of having an effective teaching process.

### **1.10.1 Reasons for Adopting Certain Methods**

The different teaching methods are adopted according to different reasons. Each method has its own features that distinguish it from the others. As a result, those methods tend to focus on one learning area and dismiss other important areas. Adopting only one method would, therefore, be one-sided (Rian, 2017). This issue may result in a less effective teaching process, for students may have various preferences and needs, which require the use of more than one teaching method

All techniques and methods are similar despite their differences. They all consider that there is one set of guidelines that determine whether or not learning will occur. Thus, they all advocate for this set of guidelines for suitable teaching practice in the classroom and claim that if these rules are properly followed, learning will be effective. However,

no evidence has been provided to demonstrate that one strategy is superior to another or that learning took place as a result of the method rather than another variable (Nunan, 1992).

Correspondingly, Kumaravadivelu suggests a solution to the limited teaching methods. He calls for a “postmethod condition” that he considers to be an authentic and effective strategy that enables teachers to benefit from the different teaching methods. Therefore, he points out that this condition is not a method but rather a replacement for the method (1994). To do this, Teachers must understand the essence, advantages, and drawbacks of the different methods and approaches in order to make more informed decisions and choices (Richards & Rodgers, 2001).

### **1.11 Eclecticism in the EFL Class**

Eclecticism refers to the use of multiple teaching methods and techniques. Principled eclecticism is the use of different teaching methods based on certain principles in order to avoid random selection and implement the suitable method. In foreign language teaching, principled eclecticism seeks to plan the learning material in a way that develops the acquisition of the target language by improving the learners’ various skills. To do so, learners are engaged in meaningful interactions through which they can practice their skills as they are monitored by teachers, who provide them with feedback, so teaching would be more effective (Richards & Rodgers, 2001).

### 1.11.1 Eclecticism and Autonomy

The eclectic method grants teachers opportunities to be liberated from the restrictions of rigid teaching methods. As a result, eclecticism provides teachers with a space to utilize suitable teaching strategies without being limited to fixed books and syllabuses (Cushing-Leubner & Bigelow, 2014). This process allows teachers to innovate in teaching as they can depend on their own capacities as teachers in selecting the convenient teaching materials and the ways through which these materials are implemented to yield the best outcomes.

Also, this would enable teachers to use their own abilities and improve their “critical and reflective” skills. When adopting eclecticism, teachers are responsible for the effectiveness of the teaching tools which they use. Thus, they need to be continually aware of the relevance of their teaching strategies by questioning their utility so that they reach the anticipated learning outcomes (Cushing-Leubner & Bigelow, 2014).

This can affect the learners’ autonomy who need to be aware of the utility of using any teaching method. Learners’ autonomy is related to their awareness. It is “the ability to take charge of one’s own learning”(Holec, 1981). Engaging students in active interactions, they practice their skills freely, for they are not limited to targeting the development of certain skills over others.

### **1.11.2 The Effects of the Eclectic Method in Teaching in Teaching Literature**

The following suggestions were put forward in a research paper that investigated the use of eclecticism in teaching literary texts:

Instead of using only one teaching method, English language and literature instructors should employ a range of techniques. This will help students learn more effectively in EFL lessons.

Teachers must ensure that the correct environment is created for the students to increase their motivation since the learning circumstances in the classroom have proven to be essential.

For the sake of making lessons more effective and interesting when teaching literature, teachers should pick the appropriate texts that students can relate to.

The literary texts that are chosen to be studied in class should be carefully selected to meet the needs and interests of the students so that they trigger curiosity and desire to learn (Abdelalim & Hanafi, 2022).

## **1.12 Conclusion**

This chapter provided a background to the research. Several theories were discussed with reference to the teaching of literature and the corresponding attitudes toward it. Besides, the chapter reviewed the important types of competence, investigating how they can be developed through teaching literary works to EFL students. Also, this chapter explored the viewpoints toward the integration of the study of literature in teaching English and the

potential effects that result from this integration. It considered the multiple ways of conducting a literary analysis as the different approaches were illustrated. Besides, the chapter illustrated the different standpoints toward the methods used in teaching the English language and literature and their features. Furthermore, several methods have been portrayed with a focus on eclecticism in teaching literary texts and its benefits.



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**Chapter Two: Teaching Themes  
in the EFL Class**

## Chapter Two: Teaching Themes in the Efl Class

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## 2. Introduction

This chapter is divided into two sections. The first explores the two main themes that were taught to the participants in the experimental part of this research. The themes of alienation and escapism are discussed with reference to the two novels of Toni Morrison: *Beloved* (1987) and *Home* (2012). The two themes are examined through the discussion of relevant theories such as Melvin Seeman's theory of alienation. Also, the theme of escapism in literature is illustrated through the sufferance of African-American characters, especially in *Beloved*. The second section of this chapter portrays the significance of the integration of the study of literary texts into the EFL context. It discusses the significance of the novel as a teaching resource, suggesting some teaching activities that focus on developing communicative skills like the Socratic circles.

### 2.1 Section One: The Significance of the Themes of Alienation and Escapism in African-American Fiction

#### 2.1.1 Theories of Alienation

The term alienation is a common concept in modern literature. There has been a variety of interpretations of the word according to the different viewpoints (psychological, social, and religious) from which it was approached. Thus, various definitions will be discussed in order to come to an understanding of its nature and significance in literature. To start with, Alienation is defined as “the state of feeling estranged or separated from one's milieu, work, products of work, or self” (Britannica, T. Editors, 2022). Based on this definition, it can be noticed that alienation may be an internal as well as an external phenomenon. Also, it can occur in several aspects of the individual's life,

and it is usually accompanied by a feeling of dissatisfaction towards one's environment or self.

On the one hand, alienation is seen as an internal phenomenon. Calvin (1854) holds a religious perspective towards it as he argues that it is the disconnection of the soul from god. Therefore, for Calvin, alienation is an inner experience that starts inside the individual as a result of the feeling of loss and detachment. Similarly, Fromm (2017) notes that alienation is the condition in which anyone has the feeling of estrangement within him/herself. Even though the feeling of detachment starts from the inner world of the individual, it may have an impact on the social relations between the alienated individuals and society.

On the other hand, alienation is viewed as an external phenomenon that prevails over the individual's life. Durkheim (1976), for example, perceive it as a state of *anomie*, which results from the absence of socially acceptable methods and standards to act upon in order to achieve culturally defined aims (Britannica, T. Editors, 2020). In this case, Merton asserts, people tend to act on their own, regardless of any "prescribed conduct" (1957).

People feel alienated, according to Durkheim, when they fail to achieve certain goals in a given society. Thus, the individuals' dissatisfaction with their external environment and their failure to cope with the changes around them will develop into a sense of alienation. According to Durkheim, the individual is inclined to get affected by the surrounding circumstances. He argues that any person must have the feeling of belonging to their society. This connection that a person must have is not physical but moral, or social. What matters, according to Durkheim, is what individuals feel inside

rather than what they experience in the physical world. This shows a great relationship between what happens in the inner world and its consequences on the material external one. So, alienation starts on a deep level between the individual and himself, and then it will be reflected in his attitudes toward other people, and when he is unable to feel the social bond within, it will be manifested as a sort of alienation (1976).

Similarly, Merton focuses on the external environment as a source of alienation. Anomie, for Merton, is a result of the individuals' failure to the standards in their society. They get disturbed when their capacities fall short of the accepted conventions among their peers, and their inability to correspond to those conventions will result in a disturbance, which leads eventually to a sense of alienation (1957).

#### **2.1.1.1 Seeman's Theory of Alienation**

Melvin Seeman accounts for five different types of alienation that an individual may experience. He suggested that alienation can be both internal and external, depending on its causes. Although Seeman pointed out that there are different types of alienation (five variants), they can be closely related to one another. The five cases of alienation, according to Seaman's theory are as follows: Powerlessness, meaninglessness, normlessness, isolation, and self-estrangement.

Powerlessness, as the first type of alienation, is related to individuals' perceptions and attitudes toward their society. This variant, of alienation, occurs when the individual feels that he has no control over his life. It stems from his belief that his actions have no power to determine what will happen to him (1976). Thus, it involves a sense of dissatisfaction with what the individual will experience because it is out of his control. The

powerless individual, therefore, is one who strongly believes that whatever he does will yield no approved consequences and eventually get disappointed.

In addition, Rotter points out that two categories of people differ according to their dissimilar beliefs and standpoints. First, the ‘externals’, for Rotter are those who consider themselves helpless subjects to the surrounding world over which they have no control (Rotter, 1966). However, ‘the internals’, as opposed to the ‘externals’, believe that they can control the external world in which they live. It is noticeable, therefore, that the ‘externals’ in Rotter’s words are susceptible to the first type of alienation, which is powerlessness (Rotter, 1966). So, powerlessness stems from the individuals’ disillusionment with their environment, which is triggered by their failure to be in control of their lives.

In addition to powerlessness, the second type of alienation, according to Seeman, is meaninglessness. This variation is linked to both the internal and external worlds. It is the result of the absence of understanding and clarity in the individual’s self. In this case, the individual is unsure what to perceive as valid or not, and his relationship with society is disturbed. The confusion and lack of understanding will result in the individual’s incapability of making the right decisions (Seeman, 1976). Similarly, Kanungo notes that meaninglessness is the consequence of the individual’s failure to come to an understanding of his surrounding environment. Furthermore, meaninglessness in the individual’s world is often accompanied by “purposelessness”, which prevails in a society where individuals have no clear purpose in life, hence no satisfaction (1982).

### 2.1.2 The Relationship between the Two Types of Alienation

Seeman points out that the first two variants of alienation (powerlessness, and meaninglessness) may seem independent, but they can be closely related to one another. According to Seeman, the incomprehensive nature of the individual's world is the source of the lack of control. In other words, a person cannot have control over something which he does not understand because a clear understanding of the world is a prerequisite for the ability to control (1976). In this case, individuals will be greatly disappointed because of their inability to conform to the conventions of their society, where their hopes of control are shattered by the considerable ambiguity which governs their lives. This will cause low self-confidence and low self-esteem and dissatisfaction which eventually turns into a great sense of alienation.

In addition to powerlessness and meaninglessness, the third type of alienation in Seeman's theory is normlessness. In this case, people feel that the conventions in which they always believed are no longer valid (Seeman 1976). This type of alienation is comparable to Durkheim's theory of anomie, which sees that when social norms in society are broken in addition to people's failure to employ them, a sense of anomie permeates the individual's reality and results in their sense of discontent. To avoid feeling alienated, people will reject any traditions that may serve as a guide, which only adds to their irritation, obscure, and alienation.

The fourth type of alienation is isolation, which is a bit different from the previously mentioned ones. This case is common, as Seeman asserts, with intellectuals towards their society due to the unfulfilled expectations which they hold (1976). This alienation occurs when an individual's rules of behavior are different from that of his

society. Eventually, he is unable to feel a sense of belonging, which leads to isolation. In this case, isolated individuals are confused about whether to hold their own beliefs and stick to them, risking being misunderstood and rejected, or try to adapt to that their society and face the challenge of coping with the new changes. Thus, if such individuals' norms do not match that of their society, they will be disillusioned and eventually feel alienated (Seeman, 1976).

The fifth and last type of alienation is self-estrangement. This variant is similar to the previously mentioned ones in several aspects. It is defined as “the individual’s rejection of, or sense of removal from, dominant social values” (Seeman, 1976). This indicates that alienation in this case is accompanied by a sense of dissatisfaction with and disconnection from society, which will be eventually developed into a sense of refusal towards the external world.

A self-alienated individual for Seeman, therefore, is the one who is dissatisfied with what they have are and what they have achieved, and this can result from the surrounding environment which hinders him from doing and being what he desires. Also, it may stem from the individual’s feeling of the inability to make any changes in the world in which he has no role (1976). This variant occurs when an individual is eager to stick to his own beliefs and rejects the commonly accepted norms in a given society, which will make him lose the feeling of belonging that people usually share. This feeling of detachment from society develops into a sense of estrangement within the individuals, making them feel self-alienated.

Self-estrangement may also share some features with the second variant of alienation, which is meaninglessness. Seeman argues that the fifth type of alienation may be

triggered by the absence of real enjoyment and meaning in the individual's activities. If a person is not satisfied with his work and finds no real meaning or reward from it then they will feel that they are obliged to do it. Thus, if an individual's work lacks pleasure and reward, it will be perceived as meaningless, hence causing a sense of alienation within the individual's self (1976).

When employees enter the workplace to carry out the orders of the capitalist, they detach their labor power. Commenting on the alienation in the workplace, Harvey notes that workers may be working under poor conditions or sometimes against their will, so they feel that their efforts are not appreciated, and they are working, not for themselves, but for a higher authority. Although the deal is not against the law, there is something that are not satisfied. The result is a sense of injustice and loss, as well as a sense of helplessness and loss of dignity, all of which can lead to resentment, rage, and frustration. Both objective and subjective forms of this treatment may cause a great feeling of alienation (2018).

Seeman's five variants of alienation have several characteristics in common, as they are linked to one another. In *Problems of industrial society* (1980), Faunce points out that the different cases of alienation are strongly related and may lead to one another. For example, isolation, which is the fourth type, maybe the consequence of the first three types (powerlessness, meaninglessness, and normlessness). Furthermore, if an individual is unable to control what happens to him (powerlessness), due to his inability to understand his world and aim for certain purposes (meaninglessness), and even if the goal is identified, the individual still believes that whatever he does will not yield any positive results and will not get him closer to his goal because his beliefs and norms are

dissimilar to his society (normlessness), then he will be greatly affected and eventually feels self-alienated (self-estrangement) (Seeman 1976).

Based on Seeman's five variants, alienation of the individual is characterized by the following:

- Absence of free will: an alienated individual is unable to choose properly what to do because he has no freedom to act on his own accord.

- Lack of meaning: the individual cannot make sense of the events around him and is unable to decide what is right and what is wrong, which leads to his dissatisfaction with his life.

- Loss of faith in the possibility of progress. In this case, the alienated individual believes that nothing can be done to make any improvements in his life due to his distrust of the conventions of his society.

- Withdrawal from society. Here the individual tends to move away from his peers and resort to isolation as an expression of his hopelessness.

- The rejection of the pre-established norms. This is a result of the insecurity which prevails in the individual's world, leading to his self-alienation.

## **2.2 The Concept of "Escape"**

The notion of escape may entail several connotations due to its common use by ancient and modern writers as well. The word escape is defined as "to flee and become safe from danger". Whereas, escapism is "flight from danger or prison". Both definitions indicate the act of escaping has a physical meaning that is moving from one place

to another. So, in this sense, they focus on escape on the external level (Barnhart. & Steinmetz 1999). Similarly, according to the escape theory (2007), escaping is defined as “the tendency for people to engage in behaviors to avoid an unpleasant psychological reaction. Whereas the common use of the term escape suggests physically removing oneself from a physical location (such as escaping from prison)” (Baumeister, and Vohs). The two definitions share the meaning of physical escape, which always involves the deliberate action of changing the physical location of the escapee. However, this theory of escape is also “used to describe behaviors that enable a person to flee from negative perceptions of the self. Escape from the self may help a person temporarily avoid a negative psychological reaction, but the behaviors that follow from a motivation to escape from the self are frequently undesirable” (Baumeister, and Vohs, 2007). From the latter definition, it can be suggested that escaping may be external as well as internal.

As discussed above, an individual may resort to psychological escape when he is not satisfied with his environment. Thus, this theory “is concerned primarily with the behaviors that follow when people recognize that some part of their identity falls short of desired standards”. Escaping here is a reaction to the hostile world of the individual, where his needs are not fulfilled, and his reactions may function as a way out of his dissatisfaction with his life. Escaping, therefore, may start within the individual’s self before his external world. It is argued that when people fail to fulfill their goals and are greatly stressed, they tend to resort to escape from themselves as a solution to their shattered expectations (Baumeister, and Vohs, 2007).

The escape theory is based on six steps:

1- In the first step, the individual faces obstacles, which hinder him from achieving his goals, so he recognizes that he does not fit into that society.

2- The individual, in the second step, starts to blame his failure, not on the external world, but on himself. So, he becomes discontented with his inner self.

3- In the third step, the feeling of discontentment grows greater, as the individual resented his life and believes that the hostility he faces reflects his disturbed self.

4- The fourth step is characterized by an experience of “negative emotions” which stems from the individual’s failure and dissatisfaction with his life.

5- In the fifth step, the individual starts to act, as a reaction to his resentment of himself. Thus, he avoids thinking about the hostility that surrounds him.

6- The sixth and last step of the theory of escape shows the consequences of the individual’s behaviors of averting positive and beneficial thoughts, which leads to more unpleasant actions (Baumeister, and Vohs 313).

Thus, it can be noted that people’s tendency to escape is the result of the hostility in their lives. However, it is significant to notice that there is a substantial issue that many people which they are not aware of. Individuals may not always recognize what they can and cannot escape. Furthermore, they may not be able to differentiate between what they should escape, no matter what it may cost, and what, even if it is possibly escaped, they should not escape. Moreover, people should also recognize what cannot be escaped, no matter how diligently they try. Therefore, the question is not only whether people should escape or not, but they should also be able to discern what should be escaped and what should not, even if it is undesirable.

Accordingly, work can be a way out for people who are dissatisfied with their lives as Seeman points out it becomes meaningless. Thus, when work is meaningless, it becomes a means of escape rather than a source of pleasure (1976).

Other writers consider that literature can also become an aspect of escape. For instance, poetry is defined as “not a turning loose of emotion, but an escape from emotion; it is not the expression of personality, but an escape from personality. But, of course, only those who have personality and emotions know what it means to want to escape from these things” (T.S. Eliot, n.d.). Thus, as Eliot notes, escape is not always physical, but it can occur as a natural response from the part of the individual on a moral and psychological level. Similarly, it is argued that it should not be difficult to consider the concept of escaping, for people naturally desire to avoid unpleasant situations, and they should use all available resources to do so. This is especially true when those situations are unsatisfying (Eliot & Burke, 1937).

These arguments indicate that escape is not necessarily a negative action, whether it is internal (morally), or external (physically), but it may yield satisfactory outcomes and set the individual free from their troubled self or environment (8). By the same token, Lawler differentiates between escape and escapism, depending on the causes behind the act of escaping and the desired results. Thus, if an individual is aware of the lack of contentment and satisfaction with his environment and seeks to move away from it in an attempt to live in more decent circumstances, then escaping here becomes a courageous and necessary act. However, if the individual averts what troubles them by not thinking or dealing with it, escapism here indicates his failure (2000).

### **2.3 The African Americans' Experience of Racism and Slavery in the United States**

African- Americans in the United States have always been subjected to discrimination and slavery. By the law, slaves were forced to work in different fields and doing arduous efforts for the sake of the whites. Thus, slaves were treated like commodities as more people wanted to rely on their labor in their lands. Accordingly, blacks' role in society was dismissed, as they had almost no rights. According to Williams, "Slavery not only inhibited family formation but made stable, secure family life difficult if not impossible." He further comments on the impacts of slavery on the formation of American black families.

In any American colony or state, enslaved individuals could not legally be married. Marriage was and still is, considered a kind of legal transaction because they were viewed as property and commodities under colonial and state rules rather than as legal individuals who could engage in fair contracts. Accordingly, the great majority of African Americans were unable to legally wed until 1865, when slavery was abolished. However, in the slave states of the South, many enslaved people entered into relationships that they treated like marriage; they considered themselves husbands and wives despite knowing that their unions were not protected by state laws. Nevertheless, in northern states where slavery had ended by 1830, such as New York, Pennsylvania, or Massachusetts, free African Americans could marry (Williams, n.d.).

Williams' account of the blacks' experience indicates how they were massively affected by the laws that were put against their will and which aimed at exploiting them in every way possible. Despite the African American's endeavors to rid themselves of the violent

practices, they continued to suffer from its consequences. Jean Allain and Kevin Bales (2012) believe that “despite having an established definition of slavery in law at the international level and the majority of States having constitutional or legislative provisions prohibiting slavery in their domestic legal order, very little action has been taken to prosecute individuals for enslaving another person – until recently” (1).

Jean Allain and Kevin Bales defined slavery as: “the control of one person (the slave) by another (the slaveholder or slaveholders). This control transfers agency, freedom of movement, access to the body, and labor and its product and benefits to the slaveholder.” (2012). It entails the absence of free will as the individual who is subjected to slavery will not have control over their own actions. Furthermore, in order to ensure an overall authority over individuals, “The control is supported and exercised through violence and its threat. The aim of this control is primarily economic exploitation but may include sexual use or psychological benefit” (Allain & Bales 2012).

Moreover, Bales argues that the characteristics of slavery have not changed. According to him “the core attributes of slavery” have always been the same. The relationship between the slaves and their owners is characterized by an excessive control that is “exercised over the slave,” and this control, Bales, further believes is “based on the potential or actual use of violence; a lack of any remuneration beyond subsistence; and the appropriation of the labor or other qualities of the slave for economic gain” (2006).

Jean Allain and Kevin Bales (2012) focus on the harsh experience of slavery the African Americans faced. They depicted the bitter circumstances and the violent restrictions that were practiced on them by the slaveholders. Thus, slavery is regarded as an ugly business where the power and free will of the individuals (slaves) to the proper-

ty is taken via violence. Therefore, personal freedom is repressed; the individual's free will has been taken away and passed from the slave to the owner—the slaveholder. By doing this, slaves can be used for labor and other errands, in which they have power over their own lives and choices.

### 2.3.1 Alienation and Slavery

The slaves had no freedom, as they were often subordinate to their white masters. According to Ciment, in the life of the slaves, “marriage, family, friendship, home, labor, leisure all depended upon the whims of the master” (2014). This shows that slavery had a devastating impact on African American families. Besides, when they are being transported, slaves are put in miserable conditions that they cannot escape. Similarly, Jean Allain and Kevin Bales (2012) point out that “The primary indicator of slavery is that of control; control that diminishes the agency of the slave, normally demonstrated by the physical control of the slave that prevents their escape from enslavement and forces them to work”

Likewise, Harriet Ann Jacobs, a former slave, recounts her experience with slavery stating that “O virtuous reader! You never knew what it is to be a slave; to be entirely unprotected by law or custom; to have the laws reduce you to the condition of a chattel, entirely subject to the will of another”. Jacobs’ words indicate that the slaves’ bitter circumstances were supported by the laws. It can also be noted that the slaves’ central cause of misery lies in the restrictions that were exercised on them, seizing their freedom in all fields. Thus, when an individual’s freedom, he feels less human, and more like an animal, as Liston asserts that the dehumanizing aspects of slavery resulted from treating them as property (Jacobs et al., 2019).

Slaves' lives, therefore, were dedicated to their masters, which hinders any progress for the African Americans due to their inability to think and act for themselves, independently from the whites. Also, Olaudah Equiano, a former slave, portrays the helpless situation that he faced in the ships which were used in slave transportation. He wrote, "The closeness of the place, and the heat of the climate, added to the number in the ship, which was so crowded that each had scarcely room to turn himself, almost suffocated us" (2020).

### **2.3.1.2 Aspects of Slavery and their Impacts in *Beloved***

*Beloved* is a masterpiece in American literature. Published in 1987, the novel gained wide attention and success among literary critics and readers. (Andrews, Y.Mckay) confirm that:

Within a week of its formal release, *Beloved* debuted on the New York Times bestseller list. A month later, and following an initial release of 100,000 copies, it was in its third printing. There is now little doubt that among of all of her books, this is the one that is taught and written about the most throughout in the world. *Beloved* is a book that has been praised for its exceptional literary value and is an important contribution to African American literature. (Andrews, Y.Mckay, 1999)

*Beloved* is the depiction of the bitter circumstances and suffering of blacks in the United States. In the novels, Morrison portrays the hardships that Seth, the protagonist, faces and her attempts to overcome. The novel encompasses different social, psychological, and other crucial issues. *Beloved* is seen as:

An example of many different types of literature. It is a supernatural tale about a slain daughter who comes back to life. It is a love

story about two people who find one another after nearly twenty years have passed. And it is a familiar tale about three generations of women and how their lives were and are affected by the institution of slavery. (Cynthia Lyles Scott, n.d)

In *Beloved*, Morrison comments on the despotism of the slaveholders that was practiced over the slaves. She stated that living as a slave means “That anybody white could take your whole self for anything that came to mind. Not just work, kill, or maim you, but dirty you. Dirty you so bad you couldn’t like yourself anymore. Dirty you so bad you forgot who you were and couldn’t think it up” (Morrison, 2007). This shows how the slaves’ lives were totally controlled by the whites, inhibiting them from thinking or working independently. Furthermore, Sethe suffered from the oppression, as she used to work in Sweet Home plantation. She, and like other slaves, was brutally and violently treated like an animal. Moreover, she was often tortured and raped, which led her attempt of escaping, but she ended up obliged to kill her baby (TANRITANIR, & AKŞAK, 2008).

Morrison depicts the inner world of the main characters. For example, she delves into the feeling and thoughts of Seth in order to portray the massive impacts of slavery. Thus, Gillespie points out that “In *Beloved*, there is an attempt to enter the consciousness of individuals who were enslaved and to animate the feelings that must have been associated with so much uncertainty, loss, and violation” (2008). As argued by Gillespie, when the writer portrays the feelings of the characters and how are they formulated and influenced by external forces, it will be more accessible for the readers to understand and relate to the characters.

However, Morrison's works are also "influenced by magical realism—although written in a naturalistic mode, mystical events suddenly intrude: a person discovers he can fly, and a ghost disrupts the life of a household, like in *Beloved*, or flowers refuse to grow after a young girl is raped (Iyasere, & Iyasere 2010).

In *Beloved*, many critical issues were raised such as humanity. The writer stresses the notion of humanity in several aspects. Morrison's novel shows the practices which prevented African Americans from being treated like human beings in a society where they are prevented from exercising their basic rights Gillespie (2008). Sethe is the epitome of this issue, as she is in a continuous endeavor to play multiple roles, wondering whether or not a slave can be "a mother, a wife, a friend, a daughter—a woman" (Gillespie 2008). The slaves' role in society was restricted to hard labor, and when it comes to social relations freedom of choice, they were being dismissed.

## **2.4 Section Two: The Study of Literature and Critical Thinking Skills**

### **2.4.1 The Significance of Critical thinking**

Critical thinking is one's awareness of their own thinking and perception of other people's thinking. Similarly, metacognition is the "awareness and management of one's own thought, or thinking about thinking." (Kuhn & Dean, 2004). It is argued that students may easily learn facts on a surface level, but it is more challenging to provide them with patterns of thinking that they can use in different other situations. Therefore, in order to improve students' critical thinking skills, teachers should raise their awareness of the process of thinking and encourage them to reflect on others' thinking, as well (Kuhn & Dean, 2004).

It is a complex mental skill of critically and intellectually evaluating the information "quantitatively and qualitatively to the end of new perspectives and belief to be used to problem solving and decision making." (Kusmaryani & Musthafa, 2018). Critical thinking requires the students' awareness of their own thinking as they receive information from the teacher. In addition, they need to actively get involved in the process of learning by questioning what they receive in an attempt to make sense of it. Accordingly, they can establish long-lasting understandings and attitudes that are based on their rational reasoning.

It is argued that the overall purpose of improving critical thinking is to be aware of one's own thinking. A good critical thinker can easily evaluate, compare, and share their own beliefs and understanding effectively with others, in addition to work consistently to develop their skills (Celuch & Slama, 1999).

In “Critical Thinking and the Art of Making Good Mistakes”, the conclusions drawn from the study of students’ thinking and the influence of the methods used by teachers in the classroom are discussed below:

To develop the skills of critical thinking, the emphasis should be on the process of learning rather than the results. Teachers should implement suitable methods and activities that trigger the students’ thinking and assist them in being aware of their own thinking, so they can focus on how they receive and process the information they receive. This entails also their awareness of other people’s thinking. Students, nevertheless, need to be aware of the objectives of their learning activities, so that they can construct knowledge more easily. The relationship between critical and creative thinking is crucial to any learning context in which students are involved in the construction, rather than only receiving knowledge (Lundquist, 1999).

#### **2.4.2 Teacher’s Role in Stimulating the Learner’s Critical Thinking**

Students’ learning is believed to be greatly influenced by the teachers’ methods and attitudes in the classroom. Also, the teachers’ behaviors affect their students’ learning outcomes, including their scores, thinking skill, and even the relationship among them. Teachers, therefore, are responsible for the development of their students’ thinking abilities using different methods, which are classified into four types (Costa, 1985).

First, teachers need to ensure that students receive the required knowledge and that they are able to make sense of the information in addition to their ability to use that information in various situations. Second, teachers are expected to control the structure of the classroom. They may use pair and group work activities where students are carefully arranged into different groups in which they are supervised and guided by the

teacher. In such groups, the teacher provides students with the anticipated goals, which focus on the process of thinking.

Also, teachers are expected to assist students in the process of thinking. They may raise their awareness about their thinking, so they can improve their different skills that are related to their own thinking processes. In the last type, students are trained to think. Teachers may provide their students with practical activities that encourage them to think in the classroom in order to improve the ways of making sense of what they study in the classroom (Costa, 1985).

## **2.5 Attitudes toward the Integration of Literature in the EFL class**

Although they have various viewpoints towards how and why literary texts are inserted into EFL classes' curricula, instructors share the belief that literature can improve the learners' thinking skills that can facilitate their daily life duties ("Why Literature?: The Value of Literary Reading and What It Means for Teaching," 2012).

The study of literary texts in the EFL class can have a variety of benefits for learners. Literature grants learners the ability to read in English, as well as the skill of careful analysis. Also, the student's interaction in the classroom allows them to practice speaking skills through the purposeful communication that is guided by the teacher. By communicating effectively, learning can boost their argumentative skills of thinking rationally, as they can be asked, not only to share their viewpoints but also to support them with strong and convincing evidence ("Why Literature?: The Value of Literary Reading and What It Means for Teaching," 2012). Therefore, literary texts can provide a wealth of resources that teachers use to target the learners' multiple skills.

### **2.5.1 The Significance of literature in the EFL Class**

A common attempt to justify literature's place as an academic subject is to list skills widely recognized as necessary in today's world that can be developed through reading and writing about texts - skills of interpretation, problem-solving, oral and written communication, evidence-based argument, and the ubiquitous critical thinking ("Why Literature?: The Value of Literary Reading and What It Means for Teaching," 2012).

### **2.5.2 The Novel as a Learning Resource**

Literary texts, especially novels, provide students with various stories in which characters are put in different situations. The happenings in novels can trigger their critical thinking, as they attempt to make sense of the story through the series of events that take (Irvine, 2008). Therefore, learners may relate to one or more characters in the story, so they can get more involved in the process of learning.

Such stories expand the student's awareness of other people's cultures. By reading the texts from the point of view of the characters, they can better understand their situation and the motives behind their actions. For example, if they read about the sufferance of minorities, they may relate to one or more characters, so that they can be aware of the poor conditions that lead such characters to act in specific ways as a reaction to their conditions (Irvine, 2008).

The different events in novels provide students with an understanding of different issues. As students read carefully the stories in novels, they can easily link them to real-life issues. This process of careful examination and establishing a meaningful relation-

ship between novels and real-life issues allows for better comprehension, as this process is supervised by the teacher who seeks to create a suitable learning environment; however, teachers are responsible for the right choice of the literary texts to be analyzed in the classroom. The selected novels, therefore, should provide coherent material for students to learn from. Such texts can spark their motivation as they become more willing to read the text, as they can trigger their critical thinking skills of interpretation. Thus, teachers need to provide their students with the means to understand and analyze novels more effectively (Irvine, 2008).

### **2.5.3 Teaching through Conversation: Speaking, Critical Thinking, Socratic Circles**

Speaking is regarded as a crucial skill that needs to be developed in the EFL class. It enables students to establish meaningful connections among themselves. By having conversations in the classroom, students will practice speaking in English, which can enhance their communicative skills.”(Kusmaryani & Musthafa, 2018 ). Since the Socratic circles activity entails a heavy interaction among students, it allows them to communicate effectively with one another.

Instructors tend to focus on the learners’ interactions in the EFL classroom. When learners have meaningful interaction, they can practice the language they are learning by working in groups to share and discuss their opinions freely. However, teachers are expected to provide the students with the right and suitable learning environment in the classroom, so that they can easily converse with one another. The questions asked in such activities affect the interaction among students: if the questions stimulate their thinking and speaking, they will be eager to share their viewpoints and attitudes towards

different subjects, which will help them communicate effectively”(Kusmaryani & Musthafa, 2018).

Therefore, teachers are responsible for selecting the right questions that trigger their critical thinking. As a result, students will be highly interested, so they may ask other questions to deeper their understanding. During such discussions, teachers can monitor and guide the students through the learning process.”(Kusmaryani & Musthafa, 2018). In such discussions, it is easier for students to understand and remember the information they receive. Furthermore, they are a crucial part of the learning process, for they do not only receive knowledge but also construct it along with the teacher and other students in the class. Consequently, they have stronger attitudes toward what they learn, and their communicative skills are highly improved.

Through the different learning stages, there has been a shift in the focus from the teacher to the student. This is noticeable in the tendency to regard learners as the center of the classroom. Unlike the process of the transfer of knowledge from teachers, learners are more involved in the learning process. This learner-centered learning gives learners more freedom to interact with one another rather than depend solely on the teacher, who can, nevertheless, guide and monitor this process to ensure that their interaction is effective (Tempelaar, 2006).

### **2.5.3.1 Socratic Circles and Thinking Skills**

In Socratic circles, the focus is put on the learners’ interaction. As an activity that emphasizes the role of the students in the learning process, it can have positive effects on their thinking skills. The process of thoughtful thinking that is practiced in the circles can raise the students’ awareness about their thinking as well as others. This awareness

enables them to establish stronger attitudes and opinions with the capability of sharing them effectively with one another. Besides, thoughtful attitudes facilitate the teachers' process of enhancing their teaching practices, as they help learners improve their construction of knowledge. When students are given the opportunity of thinking critically, they can easily assess their learning, which will encourage them to think and speak more freely (Kusmaryani & Musthafa, 2018). This process will assist both the teacher and the learner in being aware of the learning process, so they can improve the quality of teaching practices that aim to provide learners with well-grounded attitudes, which they can share with one another.

## **2.6 Conclusion**

In the first section of this chapter, the two important themes of alienation and escapism were explored. The themes were discussed through the theories relevant to them in order to provide an adequate understanding of their importance in fiction. Also, the relationship between the themes is studied by exploring the relationship between the two themes, showing how alienation can lead to escapism. In addition, the chapter examined the importance of critical thinking skills and the teacher's role in developing the skills with their students. In the second section, the current chapter considered the potential utility of integrating the study of literary texts in teaching English to foreign students and the suitable teaching methods and activities such as Socratic circles, which aims to develop students' conversational skills.





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**Chapter Three: Description of  
the Research Methods and Data  
Collection Tools**

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### **3. Introduction**

This chapter portrays the methods used in this study. On the one hand, it explores several crucial concepts in the methodology of the research, such as mixed method, quasi-experimental research, dependent and independent variables. In addition, other relevant research concepts are considered including the validity of the research (internal and external) and the relationship between them. On the other hand, the chapter describes the data collection tools that were implemented in this research (the evaluation test, the questionnaire, and the interview). In addition, all of the statements of the questionnaire were discussed moving through its six sections as every statement and question is explained, showing its relevance and purpose. The chapter concludes by explaining the interview that was directed to the teachers who participated in this research by illustrating the significance of each question.

#### **3.1 Quantitative, Qualitative, and Mixed Method Research**

Researchers differentiate between two types of research approaches: quantitative and qualitative. On the one hand, quantitative research aims to investigate, understand and measure the relationship between the variables of the research. The aim is to control the research process through different tools and steps. Eventually, this type of research seeks to draw conclusions about the different variables of the research and to generalize the research findings. On the other hand, in Qualitative research, several methods can be implemented to gather data. In this type of research, researchers attempt to study human actions and performance such as learning in its natural environment (Phakiti, 2014).

The quantitative approach is commonly used when the resources of the research is limited. This type may implement evaluation tests and surveys to calculate certain participants and the variables related to them. Therefore, the research findings will be relevant, as they yield beneficial results in relatively shorter periods of time. However, this is not the case for the qualitative approach, as it involves some data-gathering tools like interviews. Although this research approach produces useful and authentic data, it demands more time and effort to gather and analyze data (Hancock et al., 2021).

The two approaches of research differ in their nature and research tools. In quantitative research, a researcher may use numerical data and statistics for investigating research problems. Whereas qualitative research tends to be more descriptive towards various research phenomena and findings. Thus, the qualitative approach is suitable where data are scarce regarding the research problem, for it aims to investigate the relationship among a variety of research variables that are involved in a certain phenomenon. The aim of this type of research is, therefore, to grasp the investigated phenomena from the point of view of the participants of the research (Hancock et al., 2021).

### **3.1.1 Mixed Method Research**

Based on this difference between the two research approaches, researchers tend to combine both of them by taking the suitable tools and means from each approach and applying them effectively (Hancock et al., 2021). This research approach involves the integration of both approaches to reach coherent and valid data. It proves to be more authentic and effective when compared to using only one approach, as the results of the combination

of the two approaches (quantitative and qualitative) would provide more reliable findings (Walliman, 2016). It can be noted that when the two approaches are used simultaneously, they will allow the researcher to use various data-gathering tools, depending on the research variables and the nature of the research phenomena under investigation.

### **3.1.2 Quasi-Experimental Design**

This type of research is experimental as it seeks to study “casual-like” relationships. This design was adopted in this research to study participants who are in their natural learning environment. The participants were already studying together as one class but in two different groups. Therefore, this design was suitable to be used when participants cannot be randomly assigned. However, this can be applied to participants who are studying identical learning majors (Phakiti, 2015).

## **3.2 Independent and Dependent Variables**

There are two main terms to be considered in the different types of experimental research. They are the two variables: Independent and dependent. The relationship between the two variables is generally investigated to find to draw conclusions about experimental research. On the one hand, the independent variable in research is the main factor that affects some qualities and different phenomena to be studied. This type of variable can be employed when conducting experimental research to study possible changes of independent variables in other parts of the research. On the other hand, the dependent variable in experimental research reflects the change that is caused by the independent variable. For example, it shows the change that occurs at the level of the performance or understanding of par-

ticipants who take part in the research. This type of variable is usually tested and measured using the tools employed by researchers, including surveys and tests (Phakiti, 2015).

### **3.3 Validity of the Research**

In experimental research, one must seek to achieve different types of validity. By doing so, the research will be more authentic and the findings more valuable. Validity in experimental research is seen as the degree of the accuracy of the findings of the research, and how strongly are supported by different sorts of material. Besides, all the parts of the research should be unified starting from the choice of the research subject to data collection tools, the environment of the research, and discussion and interpretation of the findings (Phakiti, 2015).

#### **3.3.1 Internal and External Validity**

Researchers differentiate between two main types of validity: internal and external.

Internal validity is regarded as the most important form of validity between the two. It is perceived as the relationship between the variables which are to be investigated. Also, this validity is linked to their relationship to the findings of the research, and how they may affect them. Thus, it is important to note that research is more valuable as much as the variables have fewer interactions. External validity, which is the second type of research validity, is regarded as the degree to which the research outcomes can be generalized to other learning environments with other participants. This type of validity is highly influenced by the internal one: in order for research to be externally valid and possible to be generalized to broader and different situations, it needs first to be internally valid (Phakiti, 2015). It can

be noted that the researcher should start from the inner parts of the research by considering how the variables influence each other and ensuring the right learning environment in addition to using suitable data collection tools. This process is crucial because it affects both the internal and external nature of the research.

Different types of threats are considered when the validity of the research is discussed. So, in order for the research to be more valid and valuable, these types of threats should be minimized or eliminated. Phakiti divides the threats of the research into three general sections and categories according to their nature (2015).

### **3.3.1.2 Validity Threats Related to Participants of the Research**

1-The first validity threat in this category is called “selection bias”, which refers to the differences in the participants, especially when there are two groups to be part of the study. The researcher should make sure that the two groups have similar qualifications. For example, the treatment group and the control group are evenly distributed. The differences between the two groups may affect the findings of the research, especially if participants in the experiment group already have better capacities, so the results are not an accurate reflection of the treatment (Phakiti, 2015).

2-In addition to the selection bias, “the history effect” is another factor that may affect the internal validity of the research. This threat is usually common with experimental research that has a long time span, for some changes on the part of the participants may occur. Similarly, “The maturation effect” refers to the different alterations that may happen to the participants through time that may affect their performance. For example, as they become old-

er, their perspectives toward different issues and matters may change. However, it is worth mentioning that this type of validity threat is more relevant and associated with young children (Phakiti, 2015).

3- The third factor influencing the internal validity of the research according to Phakiti is “the attrition effect”. This is related to the number of participants throughout the course of the experiment. The researcher has to ensure that the number in both groups (control and experiment groups) is the same. If there is a change in one group or the other, this will influence the outcomes of the research and the results may not be accurate (2015).

The second category of threats that are related to the internal validity of research are those linked to tools and measurements used by the researcher.

1- The first threat is named “The experimenter/researcher effect”, which is about the effect of the researcher who experiments. The research outcomes may be biased if the researcher has a tendency to rely on subjective methods and tools to collect data or when the participants are informed about the anticipations from the research. Therefore, no “personal gain”, should be expected from the teacher who conducts the experiment.

2- In addition to the first effect, “The testing effect” should also be considered to ensure the internal validity of the research. If the teaching experiment is conducted with one group at different periods, there will be a possibility that they will be acquainted with the activities or the type of questions in the pretest, so this may help them do better in the post-test.

3- In contrast, “The instrumentation effect” may occur when the participants are encountered different measurement tools each time. So, their acquaintance with the activities used may affect the results of the research (Phakiti, 2015).

4- Another important threat related to the internal and even the external validity of the research is the “novelty effect”. When participants are treated differently due to the use of certain measurements, which they find unusual. They are likely to be more excited, thinking that the measurements used are effective, not because they are, but only because they are new to them. So, students for example, may believe that new and innovative ways of teaching are more fruit-ful when compared with conventional one. However, this effect can have an opposite nature when the unfamiliarity of the students with new ways of teaching, for instance, cause them to feel more nervous (Phakiti, 2015).

#### **3.3.1.2.1 The Relationship between Internal and External Validity**

As discussed above, several factors need to be taken into consideration to ensure the research is internally valid. The effects related to the internal validity of the research, and whether they are associated with the participants of the research or the measurements and tools used by the researcher, may not only affect the internal but also, they can affect the external validity of the research.

The external validity of the research is related to the ability to generalize the research findings on other similar situations in different periods of time. It is about the question of whether the research and its findings are useful to different people. Accordingly, the external validity is linked to how significant the research topic and the problematic question are

(Phakiti, 2015). Hence, what renders research externally valid is the possibility to benefit from its outcome in other situations.

### **3.4 Description of the Data Collection Tools**

In order to illustrate the relevance and significance of the data collection tools used in this research, they will be described below. The three tools (evaluation pre and posttest, questionnaire, and interview), will be explained.

#### **3.4.1 Description of the Test**

The forty-nine students (49) who participated in this research have had two tests (pre and post). Before the researcher's intervention, the students were taught literary texts using a traditional approach, in which the teacher is the center of the learning process and transmits knowledge to the students. After being taught for 6 weeks, the participants had an evaluation test (pretest) to check their understanding of the literary themes, and their scores were recorded. Afterward, the same students have been taught themes of literary texts, specifically the themes of alienation and escapism in the two novels of Toni Morrison: *Be-loved* and *Home*, using the eclectic approach that combined various teaching approaches, methods, and activities. After they have studied for the same period of time, the student had another evaluation test (posttest), and their scores were also recorded. The purpose of the experiment is to determine the effectiveness of the eclectic approach to facilitate and increase EFL students' comprehension of the themes of literary texts.

### **3.4.2 Description of the Questionnaire**

The questionnaire was divided into five sections in addition to the first one which contains basic information of the participants: name, age, and email address. Each section (from the second to the sixth) contains several questions and statements that have been carefully chosen to suit the research aims and questions. There are various questions and statements in each section for the purpose of eliciting authentic information from the participants that would lead to meaningful conclusions by the end of the research.

The following is a discussion of the questionnaire's questions and statements:

#### **3.4.2.1 Likert's Scale Measurement**

Starting from the second and up to the fifth section, statements will have four possible choices that are based on the Likert's Scale, which is a method of measurement in which different attitudes are chosen by participants as a response to a set of statements. Participants express their degree of agreement or disagreement with the statements presented by the researcher. Thus, this scale (Likert's) is convenient for the research, for participants are not expected to respond with simple yes/no answers, but they are expected to indicate how strongly they agree or disagree with the statements. Therefore, this way of measurement would provide the researcher with quantitative data, which can be easily analyzed (McLeod, 2008).

Because of the utility of the Likert's scale, most of the statements in the questionnaire follow this method. Participants were given four choices that are as follows: Strongly agree, agree, disagree, and strongly disagree. These choices will show the participants' stand-

points regarding different subjects according to the content of each statement. The statements of the questionnaire are reviewed below.

#### **3.4.2.2 Students' Attitudes toward Studying Literature**

*You are highly motivated to study literary texts alone.*

The first statement aimed to figure out whether students are willing to read literary texts on their own. The selected choices, therefore, will indicate if students are already interested to read literature, or if they need to be engaged by the teacher in the class. The answers will provide teachers with attitudes of the students' motivation in literature classes.

*Studying literature helps you improve your English language skills.*

This statement above was about the belief that students have about the benefits of studying literary texts on their linguistic skills. Thus, the chosen options will explain the students' attitudes toward the different advantages of literature in the EFL class. The answers will show if students are already aware of the effects of literary texts on their skills in the English language.

*What skills do you think are mostly targeted when studying literary texts?*

Similar to the previous statement, students were asked about what skills they think are being developed when they study literature. This question was more particular, as they had four options that represent four main skills (reading, writing, listening, speaking) from which they choose one or more options. The answers will indicate the skills which can be enhanced through the study of literature.

*You are very motivated to study literary texts in the classroom?*

This question aims to indicate whether students are interested to study literary texts in the class with the teacher. In addition to the first question about students' motivation to read literature alone, this one focuses on their motivation in the classroom. Thus, answers would reveal the viewpoints of students, showing how motivated they are to study literature.

*Which literary genre do you prefer?*

Since students are already aware of the different literary genres, they were asked about which one they prefer. Students had four options, containing the four main four fiction types, to choose from (poetry, novels, short stories, drama). Their choice will indicate the literary genres that they are interested in, which can help teachers choose the texts that suit their students.

### **3.4.2.3 Section Three: Methods of Teaching Literature**

This section focuses on investigating the participants' views toward the methods and activities used in the literature class.

*In literature classes, students should be the center of the learning process.*

This first question of the second section sought to figure out students' attitudes toward the approaches and methods used by teachers in teaching literature. Accordingly, participants were asked about their opinion about the focus of the learning process: whether it should be centered on the teacher or the learners. The aim of this question is to discover

their preferences about the nature of teaching methods, which can focus both on the teacher and learners.

*Students should be given more opportunities to discuss the themes of literary texts when studying literature.*

This statement is concerned with students' attitudes toward speaking activities in the classroom. According to the chosen options, the students' attitudes toward having discussions about literary texts will be revealed. Their choices will show whether they prefer to have discussions about the themes of literary texts among them as well as with the teacher in the classroom.

*Teaching literature would be more effective if students are highly involved in the learning process.*

In the statement above, participants were supposed to express their agreement or disagreement with the necessity of students' involvement in the learning process as a determining factor of its efficiency. Their choices, therefore, will show if they believe that students' involvement in the classroom will help them comprehend the texts which they study in the classroom.

*I prefer to study literature using different methods and activities, rather than only one method.*

In this statement, participants were expected to show their preference for the methods used to teach literature. Their answers will indicate whether they prefer to be taught using only one method or a variety of methods and activities.

*The variety of methods and activities motivates students and ensures a better understanding of the literary texts.*

Following the previous statement, which sought to know whether students prefer studying using one or more methods, this statement above aimed to elicit the participants' responses about whether the variety of methods and activities that are employed by teachers of literature can increase the learners' motivation and help them comprehend the themes of literary texts more efficiently.

*I prefer learner-centered classes, where students are encouraged to be active participants in the learning process.*

This statement is linked to the previous ones, as it focuses on students' viewpoints about being involved more in the classroom. Thus, their choices will indicate their willingness or reluctance towards being the center of the learning process in literature classes.

*I prefer to use my prior knowledge and experiences in the classroom.*

Following the consideration of the participants' opinions about their involvement in the learning process, the statement above sought to determine whether students prefer to use their knowledge and backgrounds in the classroom to increase their comprehension of literary texts.

*I am more motivated to learn if the teacher implements various methods and allows me to share my opinion with other students.*

This statement aimed to inquire about the students' attitudes to the use of various methods and activities in the classroom in addition to allowing them to express their viewpoints with one another. Their responses will indicate whether these processes can motivate them, even more, to learn about literary texts in the classroom.

*Writing a literary analysis paragraph is helpful in learning the themes of literary texts.*

The subject of the questionnaire shifted, as it is written above, from motivation to writing skills, as participants needed to say whether they think including writing activities can facilitate their understanding of the themes of literature. This will indicate the role of writing assignments, in the classroom about the themes of literary texts.

*Guiding the students through various activities and helping them to link the themes they study to real life situations improve their motivation and makes learning more effective.*

The statement above sought to infer the students' attitudes toward the importance of linking the subjects of the literary texts to their daily life experiences. This would help to figure out whether they believe it is crucial to integrate the themes of literary texts into practical situations, so the study of literature would be more meaningful to the students.

#### 3.4.2.4 Using Eclecticism to Analyze Literary Themes

In this section, the effects of activities used in teaching literature in the EFL class are explored. The statements will examine the students' attitudes toward several elements that can influence their comprehension of literary texts. These elements include allowing learners to have conversations freely in the classroom, the ability to link the themes to their backgrounds and experiences, and the importance of working in groups.

*Teaching literary texts is more fruitful when teachers allow more freedom to the students to converse freely.*

The first statement in this section is concerned with students' viewpoints about having conversations with one another about literary texts in order to share their opinions. Their responses will show whether this is believed to foster their understanding of the texts.

*It is much easier for me to understand the themes of the literary texts when I can link them to real life situations or to my own experiences.*

This statement sought to figure out if linking the themes of literature to the students' own experiences can facilitate their comprehension.

*When I work in groups with other students, I am more motivated to study the themes of literary texts.*

*Working in groups with other students makes studying literary texts more effective and enjoyable.*

Participants were supposed to indicate whether group work in the classroom can motivate them to read and analyze literary texts. The choices will show their agreement or disagreement to the statements, which represent the effects of group work activities on the motivation of students and the efficiency of the teaching process.

*Reading a literary text before coming to class facilitates its understanding when I study it with the teacher in the classroom afterwards.*

The statement above is related to the instructional model in which students are given the texts to study at home before they come to the classroom. This will indicate whether this model can facilitate the students' comprehension of literature afterward.

*The favorable learning environment inside the classroom motivates me and facilitates my understanding of the themes of literary texts.*

The last statement in this section aimed to elicit responses about the relationship between the suitable learning environment inside the classroom and the students' understanding of literary texts. The participants' responses will denote the significance of such an environment on the learning process.

#### **3.4.2.5 Level of Students Critical and Communication Skills in Studying Literature**

The statements in this section investigate the use of literature in the EFL classroom to develop students' communicative and critical thinking skills. In addition, the relationship between students' involvement in the activities and the improvement of their above-mentioned skills (critical thinking, communicative) will be examined.

*Studying literature in the classroom can improve students' communicative skills*

The first statement in this section is related to the role of literary texts in the development of students' communicative skills. The participants' responses will indicate whether they agree or disagree with the fact that literature can be used effectively to enhance a variety of skills with EFL learners.

*Engaging in group work can help me develop my communication skills*

Similar to the previous statement, the above statement is concerned with the improvement of the learners' communicative skills through group work. Participants will express their opinions about whether group work can be an effective strategy that helps them develop their communicative skills.

*The use of eclecticism in teaching literature and placing the students at the center of the learning process allow them to develop autonomy.*

This statement is especially about the use of an eclectic approach in teaching literary texts for the purpose of choosing suitable teaching methods and tasks in order to develop students' autonomy. Students will say whether the combination of different methods and activities that put them in the center of the learning process can increase their autonomy.

*Exploring and analyzing themes can develop my critical thinking awareness*

The statement above investigated the relationship between analyzing literary themes that can enable students to think more critically. Through their responses, participants will indicate whether they can easily improve their critical thinking skills through the analysis of different themes of literature.

*Self-assessment of knowledge in literature classes can help me think more critically*

The last statement in this section is related to the relationship between self-assessment and students' critical thinking skills. The opinions of the students will show if they think that the process of self-assessment, in which they can evaluate their learning outcomes, can increase their capacity of thinking more critically.

#### **3.4.2.6 Viewpoints towards teaching literature and its significance**

The last section of the survey contains two open questions. The questions are associated with the advantages of teaching literary texts in the EFL class, in addition to the procedures that can be adopted by teachers of literature to increase their students' motivation and understanding of the themes.

*In your opinion, what are the most important benefits of studying literary texts?*

Students were asked to share their express their opinions about the benefits of studying and analyzing literary texts. As EFL learners, they could state freely what they can benefit from the integration of literature in the classroom. The participants' responses, therefore, will show their expectations regarding the usefulness of literary texts and their influence on their various skills.

*- How can the teacher make literary texts more compelling and comprehensible to you?*

In the second question, participants were asked about how, according to them, teachers can make literary texts more interesting and easier to understand. The answers to this question will determine what students like most about literature in addition to how literary texts can be made more accessible to them.

### **3.5 Description of the Interview Questions**

*How long have you been teaching literature?*

In the first question of the interview, teachers were asked about how long they have been teaching literature so that the researcher is aware of the teachers' experience in teaching literary texts.

*What literary genres do you prefer/choose to teach? Why?*

Teachers were asked about the literary types that they prefer to teach in the class. the aim was to know which types of literary texts are being taught most. Also, as teachers explain the reasons for their choices, they will illustrate the factors influencing the choice of the literary text. This process will indicate if there is a consensus over one literary genre over others.

*To what extent are students motivated to study literature?*

This question focuses on students' motivation in literature class. their motivation will be seen from the teachers' perspectives, as they describe the degree of their students' motivation to study literature. The answers to this question will help to identify the attitudes of students towards literary texts as well as the extent to which they are willing to be engaged to study them in the EFL class.

*What do you do to motivate students to study literature?*

Following the previous question about motivation, this question is more specific, as it investigates the means through which teachers motivate their students to read and analyze literary texts. Therefore, teachers are expected to discuss the methods and activities, which they implement to make literature more stimulating so that students will be more willing to study literature in the classroom. The responses to this question will reveal the teachers' actions and reactions to the different attitudes of their learners, depending on how motivated and willing they are to study literature.

*What elements of literature do you focus on? Why?*

The question above is related to the parts of literary texts that teachers focus on more. As it is stated in the question, the aim was to figure out the teachers' preferable elements of literature in the EFL class. Such elements include the plot, setting, and symbols. In addition, teachers are also expected to support their choices with arguments about the causes of their choices regarding the literary elements.

*What approach do you implement in teaching literature?*

In this question, teachers were asked about approaches that they use in teaching literature. By answering this question, teachers will describe how literary texts are implemented in the classroom. They may discuss the types of activities which they employ in order to make the literary class more fruitful. The responses to this question will indicate the nature of the activities used by teachers of literature in addition to the purposes of using each. This can illustrate the significance of each approach and activity that is used in the classroom.

*Do you depend on one or more than one method? Why?*

The question above is similar, yet more specific than the previous one. The teachers were supposed to state whether they tend to use one or more methods in teaching literature. Also, they were expected to account for the reasons for their choices of methods, either one or more, so that it can be evident what they expect from the implementation of the teaching methods and activities.

*Are you aware of the eclectic approach? Do you use it? Why or why not?*

After being asked about the number of methods they use in the classroom, teachers were asked to state whether or not they are aware of the eclectic approach, and if they use it in addition to the reasons for their choices. The teachers' responses to these questions will reveal their attitude toward the ways through which they teach literature. They can describe the approaches they use, stating if it is only one or more than one approach. Also, they will support their choice of methods, as they give arguments about their preferences about why they tend to implement certain methods to teach literary texts.

*What English skills do you aim to develop in the students?*

After asking about the use of the eclectic approach, the question above is related to the students, as teachers were asked to indicate the targeted skills in teaching literature. Teachers will show the specific skills that they try to help students develop in the classroom. Accordingly, they may explain how they use literary texts to allow their students to enhance their various skills.

*Do you prefer teacher-centered or learner-centered classes? Why?*

This question aimed to elicit responses concerning the teachers' preferable orientation of the learning process. The answers to the question will show if they prefer to be in the center of the learning process, where teachers are responsible for transmitting knowledge to their learners, who tend to be less active as they only receive information. However, in learner-centered classes, learners are actively involved in the classroom, so they are allowed to interact with the teacher.

*What strategies and activities do you use to make literature classes more effective? Can you give examples?*

Teachers in the question above were expected to describe the teaching strategies and activities which they use to teach literature. Their responses, therefore, will reveal the utility of the different teaching strategies that are adopted by teachers to make literary texts easier to understand for their students.

*To what extent are these strategies successful?*

Following the previous question, teachers were asked to indicate whether the strategies they use in teaching literature are effective. The purpose of this question was to evaluate the effectiveness of the teaching strategies that are used by the teachers in order to determine the features of the successful teaching processes.

*Do you think the teacher should prepare the suitable learning environment, and does it affect the learning process? How?*

This question is related to the learning environment inside the classroom. It attempted to gather information about the importance of providing learners with suitable learning surroundings that would stimulate their thinking skills and facilitates learning, so they can be more willing to interact with the teacher in discussing and analyzing literary texts.

*How can students benefit from studying literary texts?*

The last question in the teachers' interview aimed to elicit responses concerning the advantages of studying literary texts for students. Teachers were expected to share their opinions about the possible benefits that literature can have on their learners. The answers would expose their anticipated goals of analyzing such texts in the classroom.

### **3.6 Conclusion**

The research methodology was described in this chapter. It discussed several key terms in the research process, including mixed methods, quasi-experimental research, dependent, and independent variables. In addition, additional pertinent research ideas are tak-

en into account, such as the link between the internal and external validity of the research. Also, the chapter explored the data-gathering methods used in this study. Every statement and question in the questionnaire and the interview was also reviewed, demonstrating their utility and relevance to the research.



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**Chapter Four: Interpretation  
and Analysis of the Results of  
the Test and the Questionnaire**

**Chapter Four: Interpretation and Analysis of the Results of the Test and  
Questionnaire**

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## **4. Introduction**

This chapter was dedicated to the analysis of the findings of data collection tools used in this research. The chapter portrays the results of both the questionnaire and the evaluation pre and post-tests. The results of the two tests will be shown, focusing on the difference in the mean that was calculated by the SPSS platform, which was utilized to make a T-test to show the difference in the students' grades before and after the researcher's intervention. In addition, the responses of the participants to the questionnaire will be revealed and discussed based on their relevance to the research aims. The responses to all of the questions will be shown in charts to facilitate their interpretation. For the open-ended questions, several responses will be selected and inserted in tables to be easily recognized, before they are discussed and analyzed.

### **4.1 Results and Discussion of the Test Scores**

The following is a discussion of the results of the test scores. The participants had the same pre and post-test as well as the same treatment. Although they are divided into two groups, they are considered as one group which represents the sample of this study. Both tests (pre and post) were conducted with both groups. Also, the groups have had the same pre and post-intervention treatment. The results of both groups will be shown and discussed below:

Results

Paired Samples T-Test

				statistic	df	p	Mean difference	SE difference	95% Confidence Interval		95% Confidence Interval			
Pretest	Posttest	Student's t							Lower	Upper	Effect Size	Lower	Upper	
				-5.67	19,0	<.001	-5,17	0,882	-7,02	-3,33	Cohen's d	-1,31	-1,91	-0,700

Descriptives

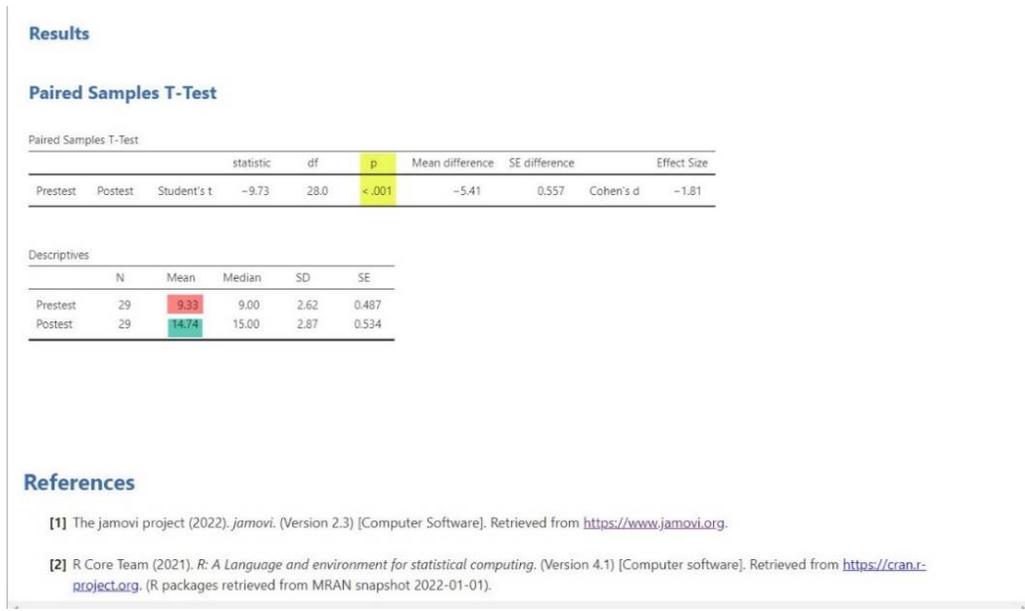
	N	Mean	Median	SD	SE
Pretest	20	9,38	8,25	4,05	0,906
Posttest	20	14,55	16,00	4,19	0,936

References

- [1] The jamovi project (2022). *jamovi*. (Version 2.3) [Computer Software]. Retrieved from <https://www.jamovi.org>.
- [2] R Core Team (2021). *R: A Language and environment for statistical computing*. (Version 4.1) [Computer software]. Retrieved from <https://cran.r->

Figure 1: Results of Group One

As shown in the figure above, the pre and post-test scores of the first group are indicated. After the comparison and study of the students' grades in both tests, the p-value of the group is calculated in addition to the mean in order to consider any change in the scores between the pretest and the posttest.



**Figure 2: Results of Group Two**

The above figure reveals the p-value and mean of the second group. As highlighted in the figure, it is evident that there is a change in the students' scores before and after the researcher's intervention, as shown in the pre and post test scores. The results of the two figures will be explained below:

As indicated in the scores of the students, the results of the tests for the whole sample show significant results. The output of this paired samples t-test indicates that the mean for the Pretest is 9.38 and 9.33 for groups one and two respectively, and for the Posttest it is 14.55 and 14.74. The average difference between the paired pretest and posttest scores is significant in both groups with the p-value being  $< 0.001$ .

Because our p-value (0.001) for the paired sample t-test is less than the standard significance level of 0.05, we can reject the null hypothesis for both groups. Our sample

data support the notion that the average paired difference does not equal zero. Specifically, the Posttest mean is greater than the Pretest mean.

If high scores are better, the paired sample t-test indicates that the Posttest scores are significantly better than the pretest scores for both groups, and this may be attributed to the teaching methods used in both cases. Therefore it can be concluded that the scores of the posttest (after the intervention) are significantly higher than the pretest (before the intervention), which indicates that the researcher's intervention caused resulted in noticeable change and was highly effective.

## **4.2 Analysis and Interpretation of the Questionnaire Results**

The results of the statements and questions of the questionnaire will be analyzed. The responses of the participants will be shown in charts except for the last section (section six) which contains two open-ended questions. The results of the earlier section will be represented by charts to facilitate its description and analysis. Each chart will be inserted with its title that contains the section and statement numbers. Whereas, the responses to the two questions in the last section will be arranged in tables in which the relevant responses of the participants are quoted and then interpreted with reference to the variables and aims of the research.

### 4.3 Students' Attitudes Towards Studying Literature

You are highly motivated to study literary texts alone.  
42 responses

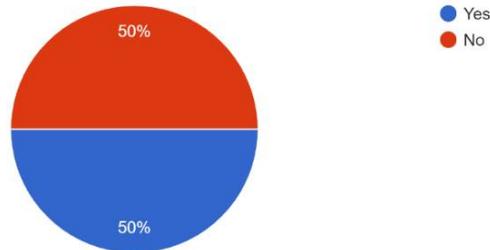


Chart 1

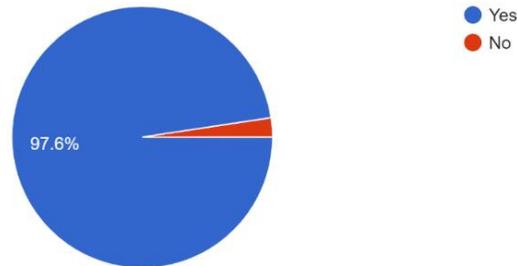
#### Section Two: Statement One

According to the chart above, it can be noted that the participants' attitudes toward motivation differ. On the one hand, half of the participants (50 percent) are not motivated to study texts alone, for they are not interested to read literary texts on their own, but they prefer to be guided by the teacher. So, it is crucial to consider this attitude when introducing students, who are not already interested in literature, to literary texts in the classroom. The teacher is, therefore, required to make more effort, not only to enable students to understand and analyze such texts but also to make literature more stimulating for students, so that they will be willing to learn.

On the other hand, the other half of the participants are already motivated to read and study literature alone. When students are already interested in literature, they will facilitate the learning process, for they can understand literary texts more easily because

they tend to be more engaged in the classroom by interacting and asking different questions that can enrich their discussions with one another and with the teacher.

Studying literature helps you improve your English language skills?  
42 responses



**Chart: 2**

**Section Two: Statement Two**

The responses to the second statement in his section show that the great majority of participants (97.6 percent) agree on one option. The participants' responses indicate their agreement with the belief that the implementation of literature in the EFL class can help students improve their linguistic skills. This attitude toward the utility of literary texts will increase the student's awareness to be more active in the learning process so that they can benefit from the advantages of studying literature. Such benefits can result from the student's ability to practice English language skills through speaking and writing about literature. Only one student does not believe that literature can help in improving their skills in the English language.

What skills do you think are mostly targeted when studying literary texts?

42 responses

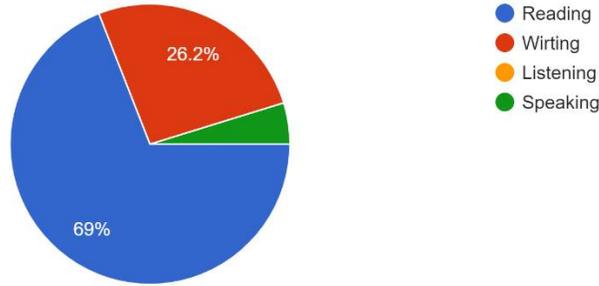


Chart: 3

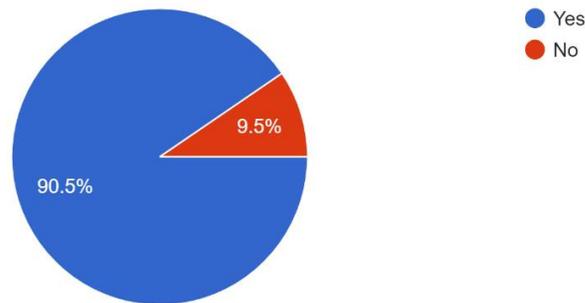
Section Two: Question Three

As participants were asked about the different skills that they think can be targeted in the literature class, they had various responses. However, the majority of the students (69 percent) think that studying literary texts will develop their reading skills, which are considered receptive skills. However, others had two different responses, as eleven students (26.2 percent) believe that writing skills are targeted, and two others (4.8 percent) answered with speaking. The students' responses show a focus on reading skills in studying literary texts. These skills can be explicitly practiced when students are asked to read sections from novels, short stories, or poems. As they read out loud, the teacher can easily correct them and provide them with constructive feedback from which they learn to improve their reading. Other students, who think that writing is being targeted at studying literature, may be interested more in writing literary analysis paragraphs about the themes which they

discuss with the teacher. The discussions can also improve the students' speaking skills as they practice them when having meaningful conversations among themselves.

You are very motivated to study literary texts in the classroom?

42 responses



**Chart: 4**

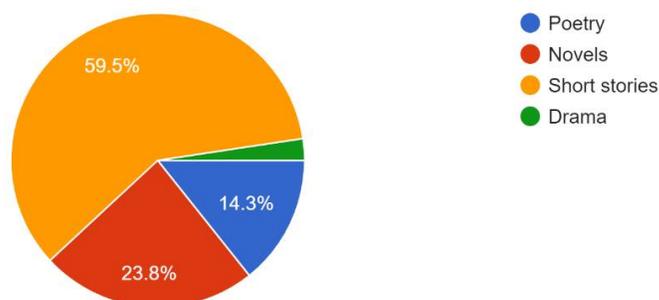
**Section Two: Question Four**

Similar to the first statement in this section which is about the students' motivation to study literature alone, the statement above is associated with their motivation to study literary texts in the classroom. The students' responses indicate a significant change between reading alone and with the teacher. Half of the students prefer to read literary texts alone; whereas, 38 students (90.5 percent) prefer to read them with the teacher in the classroom. The students' responses, therefore, reveal that the study of literature becomes easier and more interesting when they are being guided and accompanied by the teacher, who can facilitate their reading and understanding of the texts. Also, the teacher may have

to make more effort in order to help those who are not motivated to read literary texts even in the classroom.

Which literary genre do you prefer?

42 responses



**Chart: 5**

**Section Two: Question Five**

After motivation, the participants were asked about their preferences concerning the different four genres of literature (poetry, novels, short stories, drama). It can be easily noted that the most preferable genre among students is short stories. 30 students (59.5 percent) prefer short stories to other types of literature. 10 others (23.8 percent) chose novels, 6 (14.3 percent) poetry, and only 1 student prefers drama. The students showed a great interest in prose (novels and stories) when compared to poetry and drama. This can be due to the simpler structure of prose with which they may be more familiar. On the one hand, Poems require more attention to both the form and content, so they are possibly hesitant to learn all about the rules and parameters of poetry writing, for they may be

required to have a full understanding of the poems. However, the teacher can choose a short and simple poem to be analyzed to increase the student's familiarity with the structure. On the other hand, novels and short stories are most common and preferable to be integrated into the EFL class. Teachers can easily select texts that would stimulate students to read and analyze.

#### 4.4 Methods of Teaching Literature

In literature classes, students should be the center of the learning process.  
42 responses

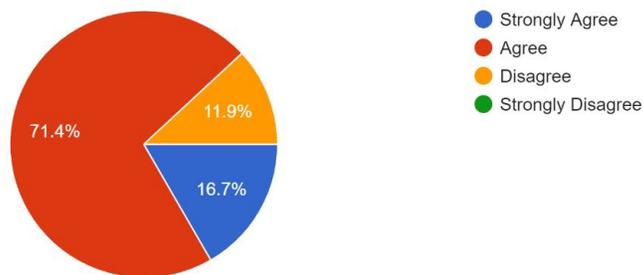


Chart: 6

##### Section Three: Statement One

The statement above is related to the structure of the classroom. The majority of the participants (88.1 percent) agree, or strongly agree with the argument that learners should be the center of the learning process. This means that teachers would focus their attention on how students are learning more than what is learned. Also, in a learner-centered class, learners are guided by the teacher to construct, rather than only receive knowledge from the teacher, who encourages them to interact freely with one another in a friendly environment,

so that they practice their skills in the language (English) and of what they learn about literary texts. In such classes, the relationship among students is underlined, as they tend to address and learn from one another while being monitored and guided by the teacher.

Students should be given more opportunities to discuss the themes of literary texts when studying literature.  
42 responses

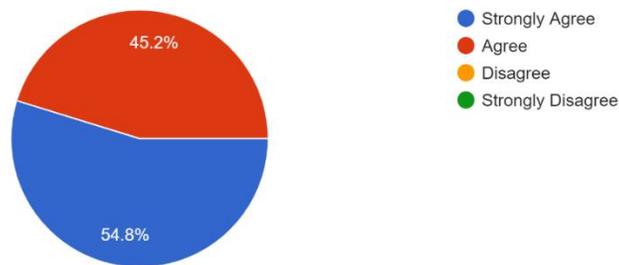


Chart: 7

### Section Three: Statement Two

There is a consensus over the statement above, which argued that students should have more chances of discussing the themes of literature in the classroom. All of the students agree (45.2 percent) or strongly agree (54.8 percent). These responses reveal their support for a more interactive teaching environment in which they can share their opinions with one another without being restricted. Therefore, teaching activities would be more convenient when they meet the learners' needs for active communication through which they practice their speaking as well as analytical skills.

Teaching literature would be more effective if students are highly involved in the learning process.  
42 responses

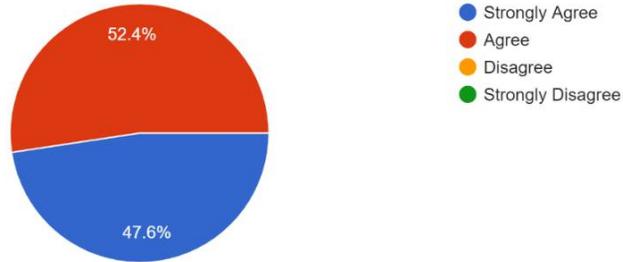


Chart: 8

Section Three: Statement Three

Following the previous statement about allowing students to communicate freely, the responses to this statement show similar and consistent attitudes. As indicated in the chart, all of the participants either agree or strongly agree with the fact that they should be involved in the learning process. They believe that when they play an active role in the classroom via interacting with one another and with the teacher, they would understand and remember more easily.

I prefer to study literature using different methods and activities, rather than only one method.  
42 responses

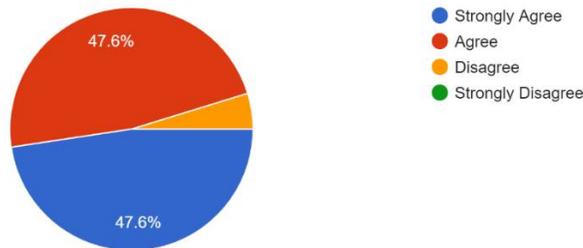


Chart: 9

### Section Three: Statement Four

The participants' responses indicate their support of the use of multiple teaching methods and activities. The great majority of the students (95.2 percent) agree or strongly agree with the statement above, which means that they prefer to study literature using different methods. Therefore, teachers can literary texts more engaging and exciting by employing methods that are more suitable to their learners according to their utility and appropriateness.

The variety of methods and activities motivates students and ensures a better understanding of the literary texts.

42 responses

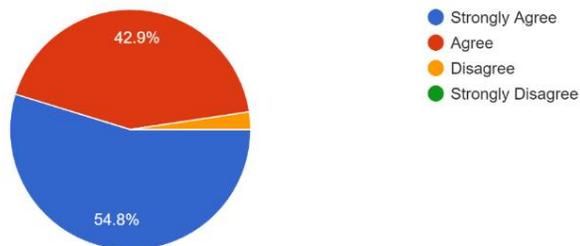


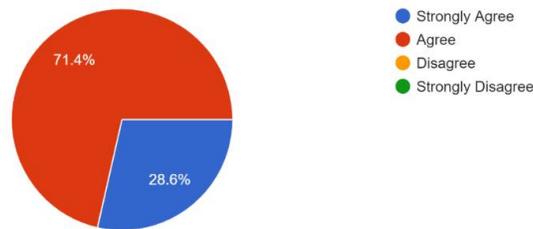
Chart: 10

### Section Three: Statement Five

Almost all of the participants, except for one, agree with the argument that supports the use of various methods and activities in teaching literature to increase their motivation and comprehension. When the teaching methods are carefully chosen to suit learners, the process of teaching will be more effective because they will trigger the learners' motivation to ask questions and share their viewpoints to ensure that they have an adequate understanding of the literary texts. Therefore, teaching is believed to be more motivating

and effective when teachers implement a variety of methods more that depending only on one method.

I prefer learner-centered classes, where students are encouraged to be active participants in the learning process.  
42 responses

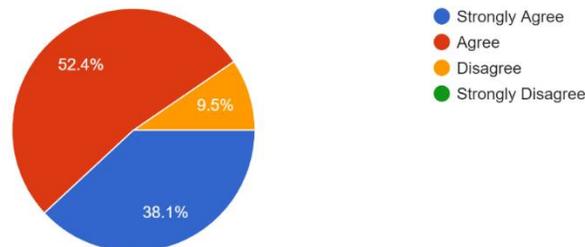


**Chart: 11**

**Section Three: Statement Six**

The responses to the statement above show a consensus over the participants' preference for the nature of literature classes. They all prefer to study in a learner-centered classroom where they can actively participate in the construction of knowledge and where their voices are heard.

I prefer to use my prior knowledge and experiences in the classroom.  
42 responses

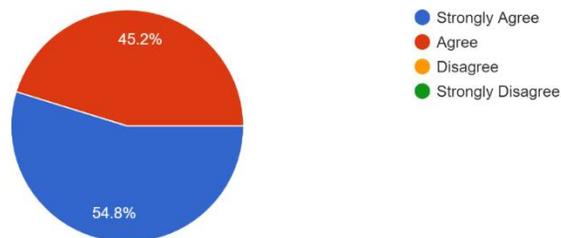


**Chart: 12**

**Section Three: Statement Seven**

Most participants (90.5 percent) prefer to use their personal knowledge and experiences in the classroom. However, few students, (9.5 percent) disagree with the statement above. It can be noted that the majority of the students (38 out of 42) are willing to share their personal experiences with other students. This tendency indicates the students' motivation toward a more personal learning experience in which they have the chance to link their personal backgrounds to whatever they study in the classroom. Therefore, teachers can build on this positive attitude by encouraging their learners to make meaningful connections between their personal life and the classroom environment by asking questions and making practical activities that can promote those connections, which can facilitate knowledge construction in the classroom.

I am more motivated to learn if the teacher implements various methods and allows me to share my opinion with other students.  
42 responses

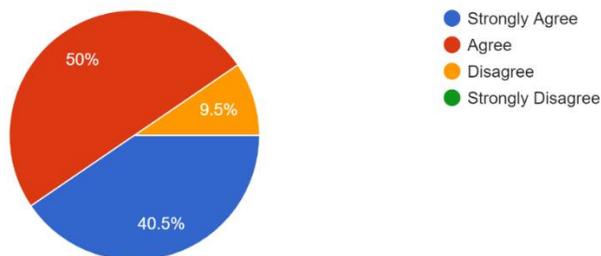


**Chart: 13**

**Section Three: Statement Eight**

The topic of the statement above is similar to the previous one in its focus on students' interaction in the classroom. As shown in the chart, all participants either agree or strongly agree with the fact that the variety of methods used in teaching literature triggers their motivation to study and encourages them to interact with one another by sharing their personal attitudes. This shows their interest in a more flexible teaching process in which the teacher can select the suitable methods and activities that stimulate the learners' desire to get involved in the teaching process so that they feel more comfortable and free to enrich the classroom discussions via expressing their personal opinions.

Writing a literary analysis paragraph is helpful in learning the themes of literary texts.  
42 responses



**Chart: 14**

**Section Three: Statement Nine**

The majority of the students (38 out of 42) agree to the fact that writing a literary analysis is a helpful activity in learning themes of literary texts. In addition to having conversations about the themes, writing literary analysis paragraphs can increase the learners' acquaintance with the form as well as the form of the language, for they practice

spelling, punctuation, summarizing, and analysis of the main ideas in the text. Also, such practices will improve their different skills in the English language.

Guiding the students through various activities and helping them to link the themes they study to real life situations improve their motivation and makes learning more effective.

42 responses

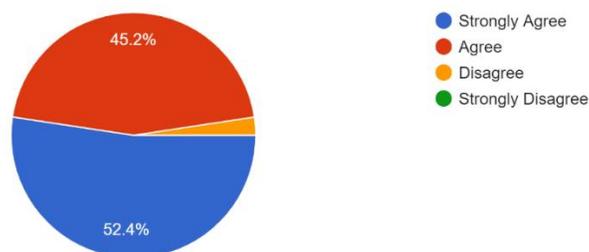


Chart: 15

### Section Three: Statement Ten

The great majority of the participants (41 out of 42) agree with the statement that favors the role of the teacher in helping students link between the literary themes which they study in the classroom and real-life situations to increase their motivation and make learning even more effective. The responses above reveal the students' willingness to work under the supervision of the teacher in the literature class so that learning would become easier. The responses indicate the significant role of the teacher to promote the learners' motivation by engaging them in learning activities that foster their skills of interaction and make the themes of literary texts more intelligible.

### 4.5 Using eclecticism to analyze literary themes

Teaching literary texts is more fruitful when teachers allow more freedom to the students to converse freely.

42 responses

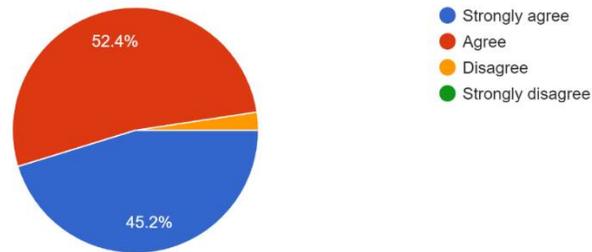


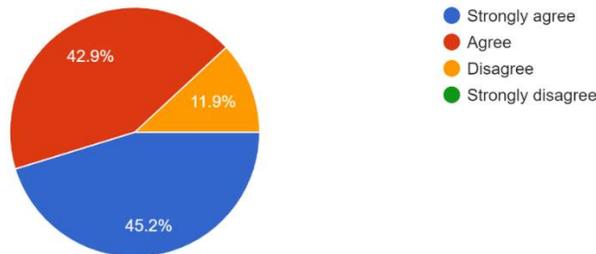
Chart: 16

#### Section Four: Statement One

The great majority of the participants (41 out of 42) believe that teaching literary texts would be more fruitful when they have the freedom to make conversations. The participants' responses indicate the importance of allowing students to communicate freely in the classroom through meaningful discussions in order to facilitate their understanding of literature. Such conversations can be monitored by the teacher who ensures a comfortable learning environment in which their interaction leads them to make meaningful conclusions about literary themes. In the type of classes in which students' interaction is encouraged, they are regarded as an important part of learning, and all methods tend to serve their capacities to learn more effectively.

It is much easier for me to understand the themes of the literary texts when I can link them to real life situations or to my own experiences.

42 responses



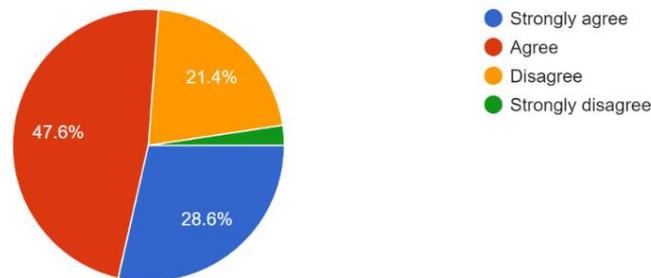
**Chart: 17**

**Section Four: Statement Two**

Similar to the tenth statement in section three of this questionnaire (chart: 15), the participants confirm their preference for a learning environment where they can link what they study in the classroom about themes of literature to their personal experiences and real-life situations. The majority of the participants (37 out of 42) believe that the themes of literary texts are more intelligible and easier to grasp when they can associate them with their own experiences from their own lives. It is worth noticing that students focus on the nature of the teaching methods; they prefer those which allow them to learn from interaction among them as well as make learning more personal.

When I work in groups with other students, I am more motivated to study the themes of literary texts.

42 responses



**Chart: 18**

**Section Four: Statement Three**

The statement above is related to the role of group work in increasing students' motivation in studying literary themes. All of the participants, except for one, believe that group work is a motivating activity that makes studying literary texts more interesting. When students work in groups, they can easily learn from one another, as they can engage in conversations to discuss the themes of the texts they read. They can also cooperate to facilitate their understanding of the themes. As a result, learning would be more effective and enjoyable as well.

Working in groups with other students makes studying literary texts more effective and enjoyable.  
42 responses

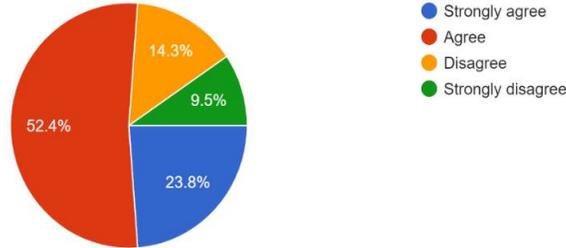


Chart: 19

Section Four: Statement Four

The majority of the participants think that working in groups is an effective way of teaching literature which they enjoy. Their responses indicate a preference for teaching methods in which students are allowed to communicate with one another freely. The interaction can be practiced effectively by dividing the students into groups, and the teacher may monitor and guide them while they work together in reading, analyzing, and sharing their viewpoints about the themes of literary texts.

Reading a literary text before coming to class facilitates its understanding when I study it with the teacher in the classroom afterwards.  
42 responses

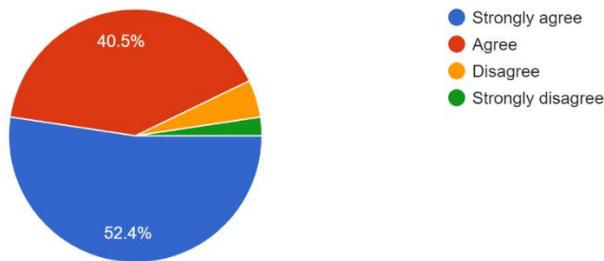


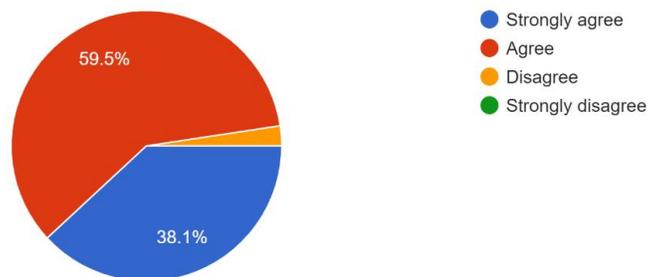
Chart: 20

**Section Four: Statement Five**

Most of the participants (39 out of 42) believe that it is better to be aware of the literary text to be studied before coming to the classroom. When students are aware of the texts beforehand, they will be familiar with their content, which can facilitate reading and analyzing them in the classroom. Therefore, it would very beneficial to inform students about the title of the text before its actual reading by the teacher. This will enable them to prepare for the lesson and mark any questions or remarks that they may have after their own reading of the literary text. Also, they may attempt to identify and analyze the themes of the text, and when they are in class, they can compare their analysis with the one they make together with the teacher, who may correct the students' pieces of writing and provide them with constructive feedback that would help them improve their skills.

The favorable learning environment inside the classroom motivates me and facilitates my understanding of the themes of literary texts.

42 responses



**Chart: 21**

**Section Four: Statement Six**

As shown in the chart above, almost all of the participants (41 out of 42) believe that the learning environment inside the classroom affects their degree of motivation as well as their comprehension of the themes of literary texts. Based on the participants' responses, it can be argued that the analysis of literary texts can be made more engaging and less complicated by providing students with suitable surroundings in the classroom where they feel more comfortable. Teachers should, therefore, aim to implement methods that allow students to communicate easily with one another without any hesitation of being restricted, so they can learn from one another with the guidance of the teacher.

#### 4.6 Section Four: Levels of students' critical and communication skills in studying literature

Studying literature in the classroom can improve students' communicative skills?  
42 responses

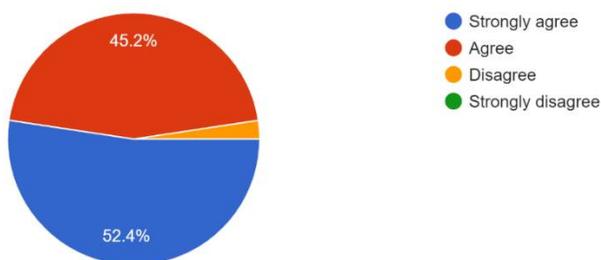


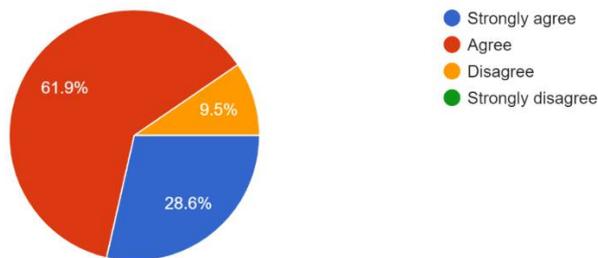
Chart: 22

#### Section Five: Statement One

The chart above shows the students' support for the study of literature to improve their communicative skills. All of the participants, except for one, agree to the argument

that studying literary texts in the EFL class can help students enhance their skills of communicating meaningfully. Literary texts offer a variety of topics to be discussed, and themes to be analyzed, for they are highly valued due to their authenticity. Teachers can use the various themes of the texts which they read with their learners in the classroom to ask them thought-provoking questions to which students will be motivated to answer. This interaction allow them to practice their skill in English, including speaking, writing, and others.

Engaging in group work can help me develop my communication skills  
42 responses



**Chart: 23**

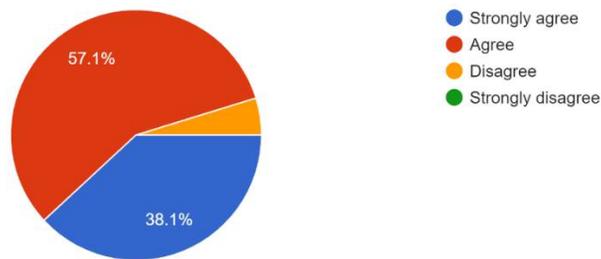
### **Section Five: Statement Two**

Following the previous statement about the role of literature to enhance students' communicative skills, the statement above is concerned with the significance of group-work activities to study literary texts in developing the learners' communicative skills. Most of the students (38 out 42) believe that such activities, when they can work in groups, allow them to be more involved in the learning process, as they can discuss and analyze the themes of literary texts with one another. As students engage in the discussions, they are at

the same time practicing their communicative skills, for they will establish different contexts according to the nature of the themes which they attempt to analyze.

The use of eclecticism in teaching literature and placing the students at the center of the learning process allow them to develop autonomy.

42 responses

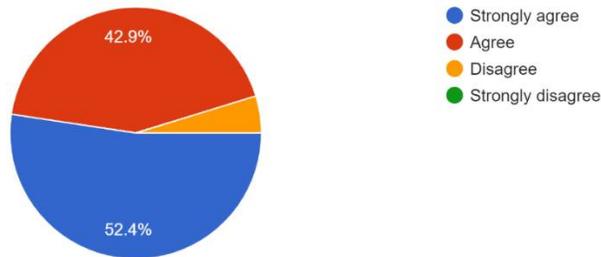


**Chart: 23**

### **Section Five: Statement Three**

This statement is concerned with how students are taught in literature class. It focuses on the use of the eclectic approach, which is the combination of different methods and activities, to allow learners to develop autonomy. The majority of the students support the use of the eclectic approach in the study of literature. Through this method, learning becomes more personal, as teachers choose the suitable methods that suit the learners. When learners feel more comfortable due to the correct use of the learning methods, they will easily share their attitudes and feel more confident about their opinions and arguments. This process can boost their autonomy as learning becomes more focused on the learner rather than the teacher.

Exploring and analyzing themes can develop my critical thinking awareness  
42 responses



**Chart: 24**

**Section Five: Statement Four**

As shown in the chart above, most participants (40 out of 42) believe that the study of literature can increase their awareness about their own thinking processes. The analysis of different themes of literary texts allows learners to share their viewpoints about their understanding of the themes and their significance. To raise the learners' critical thinking awareness, they may ask students to explain their arguments and support them with logical and convincing evidence, so that they will be able to realize the reasons of their beliefs and question their validity. In addition, learners can evaluate their own arguments and those of other learners, which will develop their critical thinking skills even further.

Self-assessment of knowledge in literature classes can help me think more critically  
42 responses

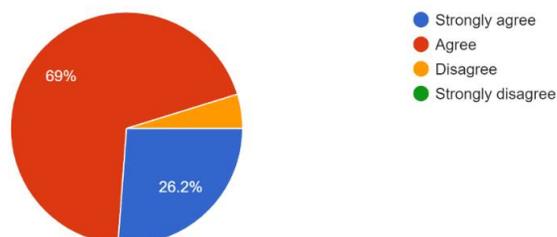


Chart: 25

Section Five: Statement Five

4.7 Viewpoints Towards Teaching Literature and its Significance

4.7.1 In your opinion, what are the most important benefits of studying literary texts?

This question was asked to investigate the possible benefits of studying literary texts from the students’ perspectives. The students had varied responses, which reflects their personal views toward literature. Some responses indicate the students’ focus on the language itself (English) in the literature class; whereas, others focus on developing other personal skills. Some of the students’ responses will be reported below:

4.7.1.2 Critical Thinking and/or Literary Competence

<b>Student 1</b>	Developing my critical thinking skills
<b>Student 2</b>	Improve communication skills. Develop thinking abilities. Understand more literary works. Learn from them to write in a good way.
<b>Student 3</b>	Improving reading and critical thinking skills
<b>Student 4</b>	Improve the reading and writing skills

<b>Student 5</b>	it's a good way to improve the student's attitudes toward literature. Students are going to be more critical.
<b>Student 6</b>	Improve your critical thinking
<b>Student 7</b>	In my opinion the most important benefits are: it helps us to develop and improve thinking skills
<b>Student 8</b>	Develop thinking skills as critical and analyzing thinking - a reader learn to look between the lines - understand our culture and the others one.
<b>Student 9</b>	Also we know the most important themes ,we link the ideas to com- prehend a lot ,to know what are the figures of speech ,the features of romanticism as an example ,to ask for the why and not for the what ,we need to understand the reason and the meaning behind /reading between the lines ..etc

#### **4.7.1.3 Linguistic Competence**

<b>Student 1</b>	Improves communication skills.
<b>Student 2</b>	Improving your language, cultural information
<b>Student 3</b>	Improve our writing reading listening and speaking skills

#### **4.7.1.4 Both Critical Thinking and Linguistic Skills**

<b>Student 1</b>	Improve our English and develop the critical thinking skills and gain more vocabulary in different fields
<b>Student 2</b>	Language skills especially for EFL students.. critical thinking
<b>Student 3</b>	The most important benefits of studying literary are: students can learn second language through studying literary texts , also learning

	how to read between lines and analysing texts which helps to develop the writing skills ,and have an experience that can helps the
<b>Student 4</b>	students in his study or in his career ,in addition to develop the critical thinking skills for the students and develop the imagination for them.
<b>Student 5</b>	Studying literary texts can improve our skills, especially reading and writing, when we read several texts we can gain more vocabularies and new literary expressions and this can enhance our writing too. Moreover, it enables us to see the world from others point of view, and respect others opinions when it comes to analyse these texts in a group work .
<b>Student 6</b>	It helps one build knowledge and critical thinking from others experience, enables us to see the world through the eyes of the writers, full of rich vocabularies .
<b>Student 7</b>	It enriches vocabulary It helps in developing critical thinking skill in the learner
<b>Student 8</b>	To improve my English , learn new vocabulary and to be a critical thinker
<b>Student 9</b>	Learning new vocabulary, improve critical thinking skills and use your imagination
<b>Student 10</b>	It develops reading,writing, listening,critical thinking, creativity, productivityskills. It improves flexibility when studying such great literary texts then applying them on real life situations. It provides the students with experiences, ready-made thoughts, new ideas to discover. Also new words, sentences, metaphores, similes.... It takes the learner into a deep concentration and a deep journey that provokes the traditional ways of thought, and writing.
<b>Student 11</b>	Studying literary tests allows me to look at the theme from different

	angles which means that my interpretation can be different from someone else's insight. It also improves my language skills. For instance, my pronunciation became much better through reading out loud, i learnt new vocabulary and expressions...
<b>Student 12</b>	I think the most beneficial thing a student acquires through learning literature is developing his critical thinking and communicative skills also his writing style

#### 4.7.2 How can the teacher make literary texts more compelling and comprehensible to you?

##### 4.7.2.1 Being Aware of the texts Beforehand (Flipped Classroom)

<b>Student 1</b>	Sharing information about the topic earlier
<b>Student 2</b>	Share them before the class in order to have an idea about them. Explain it to us more in the classroom. Group works. Sharing opinion.
<b>Student 3</b>	By ordering the learners to read,concentrate,and analyze, each one by his own in order to discuss and share the various ideas when gathered within a group. 2_ Engaging technology could be a better solution for better understanding. Such as selecting some videos that provides a clear and easy to understand contents. 3_ the role of the teacher in which he tries using such fun and enjoyable ways that could grab the attention and keep us motivated.
<b>Student 4</b>	Sharing information about the topic earlier
<b>Student 5</b>	Share them before the class in order to have an idea about them. Explain it to us more in the classroom. Group works. Sharing opinion.
<b>Student 6</b>	By ordering the learners to read,concentrate,and analyze , each one

	by his own in order to discuss and share the various ideas when gathered within a group. 2_ Engaging technology could be a better solution for better understanding. Such as selecting some videos that provides a clear and easy to understand contents. 3_ the role of the teacher in which he tries using such fun and enjoyable ways that could grab the attention and keep us motivated.
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#### 4.7.2.2 Analysis that Focuses on the Themes

Student 1	Analyse and explain the literary texts Provide the themes .
Student 2	By discussing the themes
Student 3	When he explains the themes of the literary texts
Student 4	Giving opportunities to the students to discuss the themes critically

#### 4.7.2.3 The Learning Environment

Student 1	Provide the appropriate environment
Student 2	I think by discovering new things together through the games and give the students choices to represent their opinions

#### 4.7.2.4 The Process of Generating Questions

<b>Student 1</b>	The teacher can make literary texts more comprehensible when he introduces his lecture with several questions related to the topic dealt with. In this way he can catch his students' attention especially when he tries to make them bring examples from the real life, and then
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	reading the text and explain it together part by part.
<b>Student 2</b>	By asking leading questions

#### 4.7.2.5 Choosing Relevant Stories

<b>Student 1</b>	I think by choosing a short stories that have a moral or a lesson by the end , or stories that discuss problems of societies, within a group discussion.
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#### 4.7.2.6 Choosing the Convenient Learning Activities: Eclecticism

<b>Student 1</b>	By making discussions with the students and motivating them through engaging activities.
<b>Student 2</b>	By relating them to real-life situations
<b>Student 3</b>	Discussing in details and relating it to real life
<b>Student 4</b>	Making groups ,Videos, educational games ...etc
<b>Student 5</b>	By linking them to real life situations
<b>Student 6</b>	By ordering the learners to read,concentrate,and analyze , each one by his own in order to discuss and share the various ideas when gathered within a group. 2_ Engaging technology could be a better solution for better understanding. Such as selecting some videos that provides a clear and easy to understand contents. 3_ the role of the teacher in which he tries using such fun and enjoyable ways that could grab the attention and keep us motivated.
<b>Student 7</b>	By simplifying the literary text, style, and vocabulary. Through giving the opportunity to the learner to share his/her ideas. Through re-

	lating them to real life experiences
<b>Student 8</b>	Using variety methods and activities or work in group and discuss the text
<b>Student 9</b>	By using various methods.
<b>Student 10</b>	Through discussing each part in depth using a simple language and linking it to real-life matters.
<b>Student 11</b>	I think the best thing teacher can do is allowing discussions among students where the teacher guides the debate in which each student express freely what they think of the literary work and exchange ideas together
<b>Student 12</b>	The teacher can make literary texts more compelling and comprehensible by explaining the text and it's themes very well in order the student can understand it also making a collaborative work for the learners to analysis and sharing information which enhance their knowledge and social value in the same time , also doing presentation or asking them to prepare something before the lesson motivate them to learn and make them responsible (learner -centered) , making a group discussion also is a good way to make students understand and feel free to talk
<b>Student 13</b>	by using various methods in teaching or in the way of explaining them
<b>Student 14</b>	The teacher make literary texts more compelling and comprehensible by making the learner centered method during the class, studying a variety of different topics and subjects in literature also choosing according to students interest to make it more the learning process more enjoyable
<b>Student 15</b>	By narrating it and explaining it in an enjoyable way, this leaves no room for boredom and enhances my will to study and dive deep into

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	literary texts.
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### **4.8 Conclusion**

This chapter provided a discussion and an analysis of the research methods used in this research. It focused on examining the results of the two tests (pre and post) that were associated with students as well as the responses to the questionnaire. The scores of both evaluation tests were interpreted, showing the variations that were attributed to the intervention of the researcher as part of the experimental research. In addition to the scores of the two tests, the responses to the questionnaire were analyzed according to the aims of the research. The results of the questionnaire were compared to the scores of the tests to confirm the hypotheses of the research and validate the relationship between the implementation of the eclectic approach and the development of the students' different skills and the improvement of their understanding of literary texts.



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**Chapter Five: Interpretation and  
Analysis of the Interview  
Responses**

**Chapter Five: Interpretation and Analysis of the Interview Responses**

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## **5. Introduction**

This chapter provides a discussion and analysis of the results of the interview. The teachers' responses are inserted, discussed, and analyzed to reach a thorough understanding of the different attitudes of the teachers about the subject of the questions which is teaching literary texts to EFL students. Therefore, each question is written as a title, then it will be followed by the responses of the teachers, which will be discussed one by one. The exact words of the interviewed teachers will be put into quotation marks to be distinguished from the other text. The chapter aims to elicit the teachers' attitudes toward the integration of the study of literature in EFL classes and figure out the most effective approaches in teaching literature in addition to the targeted skills and learning objectives according to the experiences of the teachers.

### **5.1 How long have you been teaching literature?**

<b>Teachers</b>	<b>Answers</b>
Teacher One	<b>4 Years</b>
Teacher Two	<b>10 Years</b>
Teacher Three	<b>5 Years</b>
Teacher Four	<b>6 Years</b>
Teacher Five	<b>6 Years</b>
Teacher Six	<b>5 Years</b>
Teacher Seven	<b>7 Years</b>

**Table 1: The Teachers' Experience in Teaching Literature**

## 5.2 What literary genres do you prefer/choose to teach? Why?

Teachers	Answers
Teacher One	Drama and Poetry
Teacher Two	Poetry and Short Stories
Teacher Three	Prose
Teacher Four	Poetry
Teacher Five	Novels
Teacher Six	Fictional Stories
Teacher Seven	Poetry and Fiction

**Table 2: The Teachers' Preferred Literary Genres**

According to the table above, it can be clearly noted that teachers use a variety of texts in the EFL class. From the interviewed seven teachers, four of them prefer to teach poetry. However, Teacher Three and Teacher Five prefer to teach prose, particularly novels. The variety of the texts being taught offers the teachers plenty of resources that they can employ in the EFL class to make teaching literature more fruitful. The choice of the teaching material and the literary genre may depend on the students' level, as indicated by Teacher One, who believes that because "Drama has two sources" the written script and the performance, it is easier for the learners to have "an adequate understanding of the play". Teacher three asserts that "students can feel more connected" to prose and "it's easier for them". Additionally, for Teacher Four, the choice of literary texts in the classroom is relat-

ed to students' levels; as a result, they start studying poems, for they are short before they can move to short stories and novels.

### **5.3 To what extent are students motivated to study literature?**

The teachers' views toward the learners' motivation to study literature seem to vary, depending on their own different experiences in teaching literary texts to EFL students. Teacher One believes that students in general "are not interested in studying literature" because they are interested more in "teaching English as a foreign language". However, Teacher Two asserts that students can be motivated when they "feel themselves integrated into the learning situation, because when they feel that they can cooperate with each other". This indicates the teacher's focus on the significance of collaborative work to enhance students' motivation.

Teacher Three argues that "students feel that studying literature is useless because they won't need it when teaching. It is not like skills speaking, writing, and grammar and so on" therefore the teacher notes that "the majority are not that motivated to study it for the previous reasons I mentioned." According to the teacher, when students fail to see the utility of studying literary texts, they lose interest and become less motivated to study. Teacher Four argues that students are not highly motivated to study literature, especially in their first year because "they have no idea concerning the literature, the literary genre. So they don't like to read". Similarly, Teacher Six notes, "Honestly, in the last 2 years we may say that most students show no interest in studying literature". The students, according to

the teacher lost interest in studying literary texts, which can be the result of a variety of reasons. In contrast, Teacher Seven claims that students are highly interested in studying literature.

#### **5.4 What do you do to motivate students to study literature?**

In order to increase the students' motivation to study literature, Teacher One attempted to use different teaching approaches such as "content-based instruction" because, according to the teacher, it "focuses on a process or it is a process". This approach tends to stress the importance of the learning tasks rather than the teacher or the learner. In addition, the teacher used "more modern approaches". The change in the approaches used in teaching literature may improve the learners' process of understanding literary texts, which can make them more intrigued to study.

Teacher Two had a different way of motivating students. The teacher states "I always let them the freedom or the chance to work, sometimes individually, sometimes in pairs, and sometimes in groups". For Teacher Two, students are more motivated when they can work in pairs or groups as they would feel free to interact with one another. This allows them to learn from each other by sharing their own understandings of the texts being taught. As a result of their interaction, they become more motivated to learn.

Teacher Three seeks to develop a variety of learning skills within students. To do that, the teacher aims to "integrate skills so that the module is not purely literature" because the teacher believes that "they don't need pure literature at this level". Among these skills is "critical thinking", which the teacher considers crucial for the students, who

should be aware that they “can use what they learn in the classroom in all the modules and their daily lives”.

In addition, Teacher Four aims to make students “love the module first and to make them love reading”, for she believes that students usually “don't like reading”. Therefore, they lack the skills for reading. As a result, the teacher seeks to do two things: making students love literature and “making them love reading”. These two objectives, according to the teacher, will pave the way for complex tasks, such as “the analysis of literary works”.

Teacher Five favors a different way of increasing the student’s motivation. The teacher implements technology into teaching literature, such as the use of visual aids and listening materials, which can facilitate learning and make it more effective. This process may result in increasing the learners’ willingness to learn more about literary texts.

Teacher Six uses different strategies to foster the students’ motivation to study literature. First, the teacher would “allow them to choose the literary text material”, which can make them feel more comfortable and choose the literary text that is interesting to them. Second, the teacher avoids “lengthy texts, for they intimidate them”; short texts are easier to read in a shorter period of time, so they would believe that they can read the whole text. Third, the teacher tries to “teach in a fun way” to make the students more interested and feel more comfortable in the classroom. Besides, the teacher allows students to work in groups as they are divided “into groups assigning each with a different task”. Afterward, the results of the tasks will be “discussed at the end of every session”.

Teacher Seven believes that before motivating students to study literature, the teacher needs to be motivated. “When a teacher loves what s/he does and is enthusiastic about it s/he will pass this enthusiasm on to the students,” the teacher claims. According to Teacher Seven, the teacher can affect the students’ attitudes toward studying literary texts; thus, teachers should develop their own motivation toward the texts before teaching takes place. Furthermore, the teacher tends to select the texts which are believed to be interesting to the learners through their “themes and language”. Moreover, such texts are better to be adapted into movies, which they can watch after reading the texts.

### **5.5 What elements of literature do you focus on? Why?**

Teacher One prefers to allow students “to read the text at home” before they study it in the classroom. This process aims to prepare the students for the discussion and analysis of the texts as it, the teacher notes, “replaces a warm-up activity”. This entails knowing the plot summary of the texts or “they should have an idea about the content” before being able to analyze the themes. Teacher Two focuses on teaching the themes of literary texts due to their significance. The teacher believes that students need to understand the themes in order to be able to be aware of the purpose of literary texts. This entails the understanding of the moral lessons or messages of the writers of such texts. Similarly, Teacher Three focuses on teaching themes when teaching literature. The teacher claims that students “would feel more related to themes than other elements”.

Teacher Four seems to have a distinctive attitude toward teaching elements of literature. The teacher notes that she would focus on teaching the plot and characters of literary texts. For the plot, the focus is put on its structure; whereas, the study of characters entails the understanding of the different types of characters. It can be noted the two elements are interrelated; the plot of literature is knowing what happens in the story, and the characters are those who act: the actors who do the actions of the plot.

Teacher Five prefers to focus on two main elements of fictional texts: theme and setting. The two elements are crucial to the comprehension of literary texts. Because the theme is the overall message behind the text, it can be affected by the setting, which is about the time and place of the stories. Thus, being aware of the setting will enable students to understand the themes better.

Teacher Six shares one literary element with Teacher Four, which is the theme. The teacher aims to increase the students' awareness of the themes as well as the characters of literary texts. Like Teacher Four, the teacher emphasizes the importance of teaching the characters when studying literature. They are regarded as a crucial part of all stories, for they are responsible for keeping the story in motion through their interaction which can facilitate the learners' comprehension of the themes.

In addition to the responses of the teachers above, Teacher Seven seems to have a more comprehensive vision of teaching the elements of literature. The teacher argues that all of the elements must be taught together because, she claims, "We can't have a full understanding of the text without studying all of its elements." Therefore, in order to have a

thorough comprehension of the texts that are taught, learners should be aware of all the elements included in the study of literary texts and the interrelationship among them.

### **5.6 What approach do you implement in teaching literature?**

Teacher One notes that she depends on “more modern approaches” in teaching literature. The teacher believes that such approaches “encourage active learning” as well as “collaboration and cooperation in the classroom”. The approaches used by the teacher aim to allow students to work in groups to share viewpoints and exchange ideas.

Teacher Two selects several teaching approaches to teaching literature. These approaches include “the language-based approach” and “stylistic approach” in addition to “the information-based approach”. Teacher Three declares “There is no one specific approach that I use. I've been like experimenting. I use different approaches”. The teacher is not restricted to one teaching approach to studying literary texts but chooses to use various ones. Nevertheless, almost all of the approaches used by the teacher are “student-centered”, but the teacher points out that they “differ depending on each group of students”. Since the teacher is not confined to using one fixed approach to teach literary texts, Teacher Three takes an experimental attitude toward the choice of the suitable teaching approach to be applied in studying literature in the classroom; as a result, the approaches selected may vary according to each learning situation and material as well as the learners' needs.

Accordingly, Teacher Four prefers to use a variety of approaches in teaching literature. The teacher states “Sometimes I focus on the cultural approach. You know that you

cannot teach a literary work without, I mean, tackling the historical. Sometimes I use the historical approach”. According to the teacher, students need to be aware of the historical background of a literary text before analyzing it. This may facilitate the comprehension of the texts as they would be more familiar with them. The purpose of using different approaches is to maximize the students’ awareness and understanding of the different aspects of the literary texts which they study in the classroom by achieving the learning objectives.

Teacher Five prefers to use an “integrated” approach in teaching literature. An “integrated” approach would consist of various teaching approaches and methods. This attitude is similar to the above-mentioned ones in their flexible selection of teaching approaches in teaching literature. Teacher Six uses a “reader-centered approach”. This approach targets the learners’ perception when reading literature. This approach is applied through teaching activities where learners become the center of the learning process. However, Teacher Seven chooses a more inclusive attitude when teaching literary texts. The teacher implements “A combination of information-based approach, stylistic approach, language-based approach, and personal response approach”.

It can be clearly noted that the majority of the teachers who have been interviewed prefer to use different teaching approaches. This may be due to the nature of literary texts, for they are distinctive, for each text may have unique features that differentiate it from other texts. Therefore, when using various approaches, teachers can select the ones that are more suitable and effective according to the learners’ attitudes toward them.

### **5.7 Do you depend on one or more than one method? Why?**

Teacher One depends on different “modern approaches” in teaching literature. The teacher selects the suitable teaching approach rather than being restricted to only one. In addition, Teacher Two states “I depend on more than one approach. I may call it the eclectic method”. The eclectic method, as the teacher notes, allows teachers to combine a variety of teaching methods. The teacher would use multiple teaching methods “to avoid the boredom in the classroom and to have more and more and create more discussion and to involve the students in the learning and a good learning environment.” The choice of the suitable teaching methods, according to the teacher, would make learners more interested in studying literary texts by engaging them in active learning activities, such as having meaningful discussions and interactions that could facilitate learning and make it more enjoyable.

Similarly, Teacher Three states “I don't depend on one clear method. I've tried several ones”. The teacher seems to have similar viewpoints to the previously discussed ones regarding the choice of teaching approaches. Because teaching is, according to the teacher, “an experimental field. So we try and then we see”; the teacher may test the effectiveness of the teaching approaches by trying different ones until they come to the best ways of teaching literature. Also, Teacher Three would “combine between methods” for the sake of finding the practical approach that is effective to facilitate the students’ understanding of literature.

Teacher Four would select the methods according to the objectives of the learning process. Accordingly, the teacher would use only one method or a variety of methods ac-

According to the texts being taught as well as the learning objectives. Likewise, Teacher Five would select the teaching methods according to the “nature of the class, learners, and the themes dealt with”. The learners’ needs and preferences are taken into consideration when selecting the teaching approaches of literature. In addition, Teacher Six contends that “the choice of the text and on the teaching-learning situation itself”. Teacher Seven favors the choice of a variety of teaching methods:

Each one targets a specific area. If students relate the work to their personal life, the text would be easier for them to understand; on the other hand, it is also necessary to relate it to the target culture by studying its philosophical, historical, and theoretical background (in this case a different approach is used)”, analyzing the language and style is also important to arrive at a full understanding of the text and appreciation of the author and work itself, as well as to develop critical thinking skills.

Teacher Seven

It can be noted that the teacher believes that each teaching method seeks to fulfill a certain aim; therefore, it is essential to rely on more than one method in teaching literature. Also, the teacher would encourage students to link the texts they study in the classroom to their daily life experiences, which can make teaching more personal and facilitate their understanding of the literature as they can easily relate to the literary texts. In addition, the teacher supports the study of philosophical and historical features of the literature as well as

the linguistic aspects of the texts. The use of these teaching methods would facilitate the learners' comprehension of literary texts and improve their "critical thinking skills".

### **5.8 Are you aware of the eclectic approach? Do you use it? Why or why not?**

Teacher One and Teacher Two reveal that they are aware of the eclectic approach to teaching literature. Teacher One believes that it is "the umbrella which shapes or covers all the other approaches one wants to use". The eclectic approach, the teacher believes, is an effective teaching approach that can be implemented in teaching literature, for it "ensures more adequate understanding of the students, especially those who are not interested in literature." The eclectic approach can, therefore, increase the students' motivation to study literature as well as make learning more fruitful as it allows the teachers to employ the approaches which they think suit their learners' different needs and interests.

Similarly, Teacher Three assures the awareness of the eclectic approach. The teacher states "combining more than one approach, and this is what I'm actually using". The teacher notes that eclecticism entails the combination of multiple teaching approaches, which are used by teachers of literature. The teacher confirms that the eclectic approach "does not restrict the teacher", and it helps the teacher "meet the different needs of the students and the objectives of the lesson or module". It can be noted that the eclectic approach is regarded as the most effective teaching approach of literature, for it does not only suit the teachers

by enabling them to reach the objectives of the lessons, but it does also suit the learners' needs, which can motivate them to study and facilitate their understanding of literature.

Teacher Four notes that the eclectic approach is used. However, sometimes, the teacher declares "you are obliged to use just one approach. It depends on the objectives". The teaching objectives, according to the teacher, may affect the selection of the suitable teaching approach in addition to the "nature of the literary work". The teacher illustrates the extent to which the study of literary texts can reach, depending on the students' level:

If you feel that your students are familiar with the cultural context and historical context, so there is no need to delve into such details. So we will go directly to the point. But if you feel that they are not familiar so you are obliged to tell them, to give them some historical hints and some cultural hints to understand the literary production. Teacher Four

It can be argued that teachers can delve into deeper discussions and analysis of the literary texts when the students are already aware of the simpler aspects of the texts including their historical background and basic information about the other's cultural background as well.

Teacher Five and Teacher Six expressed their awareness of the eclectic approach. The latter believes that "the eclectic approach is very necessary to enable teachers to consider the inclusion of multiple methods that should primarily attend to all kinds of students". As the teacher points out, the use of eclecticism allows the teachers to experiment with the use

of a suitable teaching approach according to the different needs of their students. Since students may have various interests and needs, the suitable approach would be to combine multiple approaches that could meet those needs to ensure a successful learning process. Correspondingly, Teacher Seven is aware of the eclectic approach. The teacher favors the use of the approach, for it allows students to have “a fuller learning experience” through the combination of different teaching approaches that target different areas of learning. This can result in students’ development of their “assessment skills, critical thinking, and appreciation of literature better than if one approach is used”.

It can be concluded that all of the teachers, who were interviewed, are already aware of the eclectic approach to teaching literature. The teachers use the approach to tackle different literary texts as eclecticism allows them to select freely the suitable teaching methods that they believe are most effective according to their learners’ needs and the objectives of the learning process.

### **5.9 What English skills do you aim to develop in the students?**

When teaching literature, Teacher One reveals that the aim is to develop the learners’ “communicative competence”. The teacher believes that this competence can be acquired through the students’ “interaction”, which is regarded as “one of the basic principles of modern teaching approaches”. Thus, the teacher reckons that in order to “ensure a learner-centered classroom,” teachers should “develop the student’s communication skills”. These skills can be targeted through engaging students in “group-work” activities to enhance that allow them to cooperate and collaborate in the classroom. In addition, the activities may

include “discussions, debates, peer feedback, interactive feedback, and so on”. As indicated above, the teacher focuses on developing various skills with learners through studying literature. The skills are developed through the students’ successful interaction that enables them to learn from one another where they can be supervised and guided by the teacher.

Teacher Two would focus on developing “writing as well as speaking and listening skills”. The teacher believes that “all the skills are required”. Teacher Three seeks to develop the learners’ “critical thinking skills”. The teacher thinks that because of the modern age we live in, students “need that skills”. The teacher seems to be aware of the necessity of having a critical attitude in learning, and this can be enhanced through the study and analysis of literary texts.

Teacher Four argues that students generally are not interested in reading. Thus, the initial aim of the study of literature, according to the teacher, is to develop a “receptive skill, which is reading”. In addition, the focus might be on writing, for it is believed to be an important part of analyzing literary texts as learners are supposed to read the literary text, analyze it and produce something”. In addition, the teacher focuses on speaking skills through the discussion of literary texts in the classroom. Teacher Five has a similar attitude toward developing reading skills through teaching literature.

Teacher Six focuses on various skills when studying literary texts. The skills are: “critical thinking, self-reflection, and metacognition”. Those skills can be targeted by focusing on raising the students’ awareness about literature and its significance as well as helping them make their own arguments when answering the questions that are related to

the analysis of the texts. Teacher Six, however, aims at developing the main four skills (listening, speaking, reading, and writing). The four skills are developed through practice; in order to enable students to improve their various skills, they should be able to use them in the classroom, for they can easily learn from their mistakes and aim to make less.

### **5.10 Do you prefer teacher-centered or learner-centered classes? Why?**

Teacher One stresses the importance of adopting a learner-centered approach in teaching. The teacher argues that currently, learner-centered teaching has become widely accepted; students, in this approach, are “encouraged to construct knowledge”. Students are actively involved in the learning process, so “instead of receiving knowledge” students “should construct knowledge instead of being receivers”. The role of the teacher is, according to the teacher, to “guide and facilitate the learning for students”. This approach, therefore, is supposed to yield better learning outcomes. Similarly, Teacher Two ensures that the learner-centered approach is more favorable in teaching literature. The teacher would allow students to “deduce rules and they learn by themselves learning by doing”. This approach permits learners to participate in the discussions and teaching activities that would make teaching more effective.

Teacher Four prefers a learner-centered approach. However, the teacher notes that the choice of the teaching approach and classroom structure “depends on the level of the students”. The teacher argues that when students are not aware of the basics rules and elements of literature, such as, “figurative language, types of narrators, the difference between tragedy and comedy,” the teacher may intervene and uses a variety of approaches that focus

on both the teacher and the learner. Correspondingly, Teacher Five, Teacher Six, and Teacher Seven prefer to alternate between teacher and learner-centered approaches. Teacher Six reckons that “Both should be implemented depending on course objectives,” the objectives of the teaching process, according to the teacher, is believed to influence the choice of teaching approaches. Also, Teacher Seven encourages the use of “a combination of both”. The teacher remarks, “There are parts of the lesson which have to be teacher-centered, especially the one related to the historical theoretical philosophical background”; whereas, “the rest are learner-centered (analyzing the elements, language, style, relating the text to personal life.)”

According to the latter teachers who prefer the use of a mixture of teaching approaches that can vary from teacher-centered and learner-centered approaches seek to make learning more effective by taking into consideration several elements that include, the aims of the lessons, the learners’ level, the nature of the lesson and teaching activities.

### **5.11 What strategies and activities do you use to make literature classes more effective? And to what extent they were successful?**

Teacher One supports the use of teaching activities that encourage learners' interaction. Such activities may include “peer questions in the classroom,” when, “the teacher asks a question, the students answer”. The students, according to the teacher, should be allowed to answer together the questions asked by the teacher. In addition, they should be encouraged to ask questions to each other and interact freely so that they may learn from one an-

other. Teacher Two focuses on “vocabulary building”. The teacher may ask the students to “point out familiar words and go over the meanings in class or use interactive vocabulary building exercises to relate to the class reading material”. In addition, the teacher would focus on developing writing skills by teaching the steps of the writing process (drafting, revision, editing, and publishing). This strategy, according to the teacher, is effective in teaching literature. Besides, the teacher reckons that “cooperative learning” is essential in teaching literary texts, for it allows “students to be engaged in meaningful discussions”. The teacher seems to rely on a variety of teaching strategies in order to develop the students’ different skills when teaching literary texts.

Teacher Two relies on group work activities to make teaching literature more effective. Despite being “time-consuming,” the teacher “considers them very effective because students will not be passive listeners”. Therefore, when students work in groups, they will be more engaged in the learning process as they will be guided by “something to produce at the end”. In addition, the teacher notes that students are asked to write their “own short stories and present them”. The teacher reckons confirms that those strategies “were very successful like most of the students, except maybe those who were like shy, they would become less shy”. Besides, students may be challenged “to come to the front and speak. So I think they were successful to a great extent”. According to Teacher Three, the teaching strategies that entail encouraging students to be more actively involved in learning were very effective in teaching literature. When students practice speaking in front of their

classmates as they read their pieces of writing, they can get more confident, which makes learning even more attainable. Also, also allows them to develop their speaking skills.

Teacher Four would utilize various activities such as “quizzes”. They, according to the teacher, “proved to be very useful to motivate students”. Motivation is the teacher’s “first task for first-year students” who aims to “make them love the module of literature because they are coming here without having an idea, a luminous idea toward the module of literature”. Students, the teacher notes, “hate reading; they do not know how to analyze, as I remember the first time when I said “genre”, so they kept looking at me for a couple of seconds. It's just I mean, trying to, I guess, to understand what's meant by genre”.

The students’ unfamiliarity with such terms may hinder the process of understanding and analyzing literary texts. Therefore, Teacher Four states “I lectured and I exposed them to the four main genres and the genres, and then when I have done this lecture, so I moved to the practice to make practical sessions. So I have selected activities, quizzes, and cross-word puzzles, and I have noticed that they understand.” It can be noted that when the teacher explained basic elements and concepts related to literary analysis, students were capable of having a better comprehension of literature, so they can practice through the activities mentioned by the teacher.

Teacher Seven implements teaching activities that focus on the study of themes. Accordingly, the teacher would use a combination of “movies, songs, documentaries, and debates” to allow students to elicit the themes. After they read the text and watch the movies,

the teacher reckons that the students are asked to compare them and state “why the differences, which one they prefer and the reasons”.

For the debate, the teacher states “I divide students into groups and have a debate about the characters’ choices with guided questions (how the characters act, whether they agree or disagree, the motives behind the actions and choices.” The debates in the classroom are guided by the teacher, who asks questions whose answers will enable students to have a better understanding of the literary text being taught. Debates allow them to share their viewpoints on the themes as well as the difference between the written text and the movie adaptation, which can develop their critical thinking skills. The teacher believes that such activities were “very successful” in improving students’ understanding of the themes of literary texts.

### **5.12 Do you think the teacher should prepare the suitable learning environment, and does it affect the learning process? How?**

Teacher One reckons that the teacher should prepare a suitable learning environment, for it affects the learning process. Therefore, the teacher argues that “providing a favorable learning environment” is a must in order to achieve the “appropriate goals”. In addition to providing a suitable learning environment, the teacher is responsible for “choosing the right materials of teaching” that should be “authentic ones”. Thus, the teacher states “the eclectic approach requires choosing appropriate teaching materials from the part of the teacher.” It can be noted that the teacher focuses on two important elements of the learning process: the

role of the learning environment in the classroom and its effect on the teaching/learning outcomes, in addition to the significance of implementing “authentic” teaching material that serves the students’ various needs as the teacher suggests using the eclectic approach, for it allows teachers to select the most appropriate teaching methods in order to ensure a successful teaching/learning experience.

Furthermore, Teacher One believes that students should be encouraged to work collaboratively in the classroom. Thus, the teacher supports the use of “peer questions” through which students can interact together and ask questions to one another. Also, the questions can be asked by the teacher, who expects the students to provide their own answers to check their understanding. Teacher Two shares a similar viewpoint toward the significance of providing a suitable learning environment in teaching literature. The teacher argues that a suitable learning environment “should be provided” in order to have a better comprehension of the literary texts.

Teacher Four notes that providing students with a suitable learning environment is challenging. Therefore, the teacher may need to use multiple techniques and activities to engage students in studying literature because the majority “didn't want to bother themselves reading a play for experience, so they read just the plot summary from the internet”. As a result, the teacher was obliged to “shift to another plan” stating: “I prepared a movie. Yes, I moved yes to the movie adaptation and I prepared, I mean the play”. In order to make learning more interesting for the students, the teacher allowed them to watch the movies of the play together instead of reading the script; this would make “the learning pro-

cess productive and fruitful”. The teacher illustrates the importance of the learning environment:

So it's very necessary, at least, I mean, for the teachers, I mean, to think about the learning environment or the learning milieu, it's not just I mean preparing the lecture on coming here. So you have at least to think about in order to prepare an adequate learning environment for your students.

According to the teacher, the learning environment in the classroom is as important as the lecture or the materials used for teaching. When students feel more comfortable and satisfied, they would more interested in learning, which can improve the teaching/learning outcome and make the study of literature more fruitful. Accordingly, Teacher Five believe that a suitable learning environment is an essential part of successful teaching practice; thus, teacher is responsible for creating suitable conditions that would “motivate learners to study”. When they are motivated, teaching literature will be more effective as the learning objectives can be achieved.

Teacher Seven stresses the significance of the learning environment in the classroom. When it is suitable, learners will be “engaged and participate in the classroom” and can learn more effectively when they do not feel “intimidated and uncomfortable,” but, feel “encouraged to share their thoughts, in an environment that fosters their creativity and allows them to focus”. As students feel free to express themselves freely in the classroom,

they will be more intrigued to learn because they are comfortable, and they can exchange ideas about the teaching material.

### **5. 13 How can students benefit from studying literary texts?**

Teacher One considers literature to be a crucial part of the student's educational journey. The teacher emphasizes the importance of reading literary texts, which can affect the students' writing skills. In addition, students can relate the texts they read to their "own real-life experiences". In addition, the teacher discusses some possible advantages of studying literature:

Another benefit of studying literature is that the students will be more aware of, for example, the culture of the other language. When you read literature, you will be more aware about you are going to establish a sphere of intercultural with the other language, and you are going to develop your cultural competence in addition to linguistic competence and communicative competence in the classroom.

The teacher stresses the importance of integrating the study of literature in the EFL class, which allows teachers to target several areas of learning. Those include students' ability to link the fictional texts which they study in the classroom to real-life situations. On the one hand, this can improve their capacity of understanding the texts and increase their awareness about other people's cultures that are reflected in the literary texts. On the other

hand, the study of literature facilitates the development of the learners' various learning skills including their linguistic and communicative competencies.

Teacher Two notes that students can benefit from the study of literature in a variety of ways, especially, when “teachers choose the eclectic method”. The teacher states, “I included the technology or the technological aspect in my literature classroom, so they become more engaged in the learning situation and they are more motivated”. Students seem to be more interested in modern teaching methods, such as the use of technology. As a result, the teacher remarks on some improvement in students' levels: “I noticed that the students have become more and more critical. So this can foster their critical thinking and their proficiency. If I can say they become proficient readers and they become also fluent”. The development of the students' critical thinking and fluency can be attributed, as the teacher noted, to the implementation of an eclectic method through the use of various modern approaches that serve the learners' different needs.

Teacher Three comments on the students' attitudes toward literature. They believe that “literature may seem to be for the elite” and question its utility and necessity. The teacher considers the significance of choosing suitable teaching approaches that enable students to see the utility and importance of studying literature:

Integrating skills in the module or within literature would help them see that, for example, if they develop their critical thinking skills, if they learn how to analyze, how to interpret, and how to find solutions to problems, for example, even if those problems are not real, this

would help them in their real life. They would be like an exercise in their minds. They would be using skills and developing skills. And once they do this module, they will do it in the other modules and they will do it in their daily lives.

The teacher suggests that students will benefit from studying literature when teachers target the development of their various skills including critical thinking skills. The development of students' skills will not only facilitate their understanding of literature, but it also improves the process of learning in other subjects as well as in their real-life experiences. Furthermore, the teacher argues if literature classes are "purely literature, they won't benefit much honestly". However, "if different skills are integrated, they will develop something". In addition, the teacher points out that at a more advanced level, students can be taught differently and deal with more complex subjects.

Teacher Four believes that students are not aware of the purpose of studying literature. Students "feel that they are reading for the sake of pleasure". Therefore, they should be aware of "English people, their civilization, and their way of thinking, their mode of living, and style, which is the thing that is usually neglected". Also, students can, through the study of literature, "develop their writing skill. The more they read, the more they work on their writing skills". The teacher argues that the skills should not be separated, but should be "integrated and developed together". Besides, analyzing literary texts entails considering a deeper level of meaning through studying "beyond what is said and how", which enables students to develop their critical thinking skills.

Teacher Six believes that literature can impact students' reading skills. The teacher reckons that the study of literary texts allows students to respond by expressing their viewpoints and understanding. They can become more "responsive readers in the sense that they become able to develop comprehensive as well as critical skills". The students' ability to share their own understanding of literary texts by making their own arguments can have a positive impact on their critical thinking abilities. Teacher Seven notes that studying literature can have a variety of advantages. Students can develop their "language skills" in addition to "critical thinking skills". Also, they can learn about "a specific society and culture" since such texts usually reflect the corresponding cultures and the era in which they are published. Besides, reading literature raises the students' awareness of the aesthetic and artistic values of the texts they read.

### **5.14 Conclusion**

This chapter aimed to discuss the interview responses of the teachers to the questions being asked by the researcher. The responses were introduced following each question according to their order during the interview, and the teachers' responses were inserted as direct quotes or paraphrased within the text whenever they were relevant to the context of the discussion. The teachers' views toward the subjects of the questions show similarities and differences concerning the importance of integrating literature in the EFL class, and how students can benefit from the study and analysis of literary texts. The attitudes of the teachers reflect their personal experiences as a teacher of English language and literature. One of the most important agreements among them is the effectiveness of using the eclectic

approach to teaching literature as it allows the teacher to implement suitable teaching methods and activities that trigger the students' motivation. Also, all of the teachers believe that the learning environment affects the learning process; therefore, students should be provided with a suitable learning environment in the classroom. Besides, it can be concluded that the teachers aim to develop a variety of skills when teaching literary texts through the implementation of the eclectic approach.



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**Chapter Six: Limitations,  
Pedagogical Implications, and  
Practical Considerations**

**Chapter Six: Suggestions, Pedagogical Implications, and Limitations  
of the Research**

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## **6. Introduction**

This chapter is divided into two parts. The first is concerned with the suggestions of this research, which will be discussed based on the findings of the research. In addition, the second part is concerned with the practical implications; it provides a suggested approach to teaching literature that is the result of both the researcher's personal experience in teaching literature as well as the journey of conducting this research. The approach is referred to as the "Critical Approach of Practical Production". It will be discussed thoroughly as each of its components will be illustrated with practical examples that can be implemented to make the practice of teaching/learning literature more effective, fruitful, and enjoyable.

### **6.1 Suggestions for Further Research**

Based on its findings, this research puts forward several suggestions and recommendations for further research to enhance the experience of teaching literature to EFL students. The suggested topics will be discussed in no particular order. To start with, literature is believed to be a crucial part of a successful teaching of the English language, for it provides both teachers and learners with a plenty of resources to be utilized in the classroom to improve a variety of skills.

In the practical part of this research, the researcher conducted an experimental study that entailed teaching themes of two novels written by the same author. The themes of the two novels were taught through different approaches, focusing on the use of the eclectic

approach in increasing the students' comprehension of the themes and the relationship between them. Therefore, we may suggest that future studies would test the effectiveness of the eclectic approach in teaching other literary genres, such as poetry and drama.

In addition, the sample of this research included seven (07) teachers and forty-nine (49) students. In order to have more comprehensive results, we suggest that other studies would include a larger number of participants from different institutions. This would yield a wider perspective on the practice and effectiveness of teaching literary texts in the EFL class.

## **6.2 Implications**

Based on the results of this research in addition to the experience and observations of the researcher toward teaching literature, a suggested teaching approach will be introduced and discussed below for the sake of improving the experience of teaching/learning literary texts in the EFL context. The approach is an endeavor to make use of the findings of this research by introducing practical teaching practices that we claim that they could make teaching literature more effective, hence more fruitful and enjoyable.

## **6.3 Critical Approach of Practical Production**

The suggested approach above will be explained through the discussion of the key elements that are crucial and should be taken into consideration when teaching literature. The keywords in the approach will be discussed below:

### **6.3.1 Critical Awareness**

The first element of this approach is its critical nature. This means that students will be taught not only knowledge of, nor about literature, but they, initially, need to be aware of the nature of literary texts and the reasons for studying them, and the essential elements of fiction. The teacher is responsible for raising the students' awareness about the importance of studying literature, so they can have a clear objective behind every literature class. This is crucial because students usually are hesitated to read literature alone, thinking analyzing or even understanding a literary text is a complex task that is not easily attainable.

#### **6.3.1.1 Nature of Literary Texts**

A major element of an adequate understanding of literary texts is awareness. Students need to be prepared to study literature by being aware of its nature. The first significant idea to consider is the fictional nature of literary texts that are based on the writer's imagination. Thus, they should be aware that the events of the story and the actors are fictional. Knowing that would prepare them as they anticipate extraordinary events, which they will not be able to believe if they were not aware of the fictional features of literature.

As a teacher of literature, I have had students asking questions about whether the events and the stories are real and existed in real life. Nevertheless, students need to consider that even though literary texts may be based on the writer's imagination, they can have significant value, for they represent a period of time or a certain event that took place in the past, or even a similar experience that they can relate to.

### **6.3.1.2 Reasons for Studying Literature**

In addition to being aware of the fictional nature of literary texts, students need to be aware of the reasons for studying literature. One of the reasons for the students' common hesitance toward the study of literature is the failure to recognize its significance. In the first steps of literature courses, the teacher should raise learners' awareness of the potential benefits of studying literature in the EFL class.

When they realize that literary texts are fictional, they may lose interest in studying them; however, the teacher should explain that despite being fictional, they could still be a great source of knowledge which they can benefit from in a variety of ways. They should be aware that literature is regarded as an authentic material that has aesthetic and artistic value. Thus studying such texts would allow them to acquire various skills. For example, as foreign learners of English, can learn new words and phrases through reading. In addition, as they read aloud they can develop reading skills and improve their pronunciation. Furthermore, when they conduct a literary analysis, they may develop analytical skills through the discussion of the themes.

### **6.3.1.3 Recognizing the Elements of the Story**

The first step, therefore, is to raise students' awareness of the value of literary texts, and the potential benefits of studying literature, and encourage them to read and interpret the texts. To make learning more effective, the teacher can start the first lectures by introducing the elements of fiction that will be tackled in the future analysis of literary texts. Those elements include the plot, characters, setting, points of view, symbols, diction, tone, mood, and themes. Knowing these elements would enable students to have a basic awareness of the common parts that are found in almost every piece of literary writing, so they can use them when they conduct their own literary analysis.

Teachers need to explain to their students the above-mentioned elements of fiction from the simple to the more complex by suggesting questions for each element. To start with, the students need to be aware of the plot, which is the story or the events, and the relationship among them. The plot is "the sequence of events in which the story plays out" (The Five Elements of Fiction, n.d.). To answer questions about the plot, the teacher may illustrate how we answer: what happens in the story? By answering these questions, the students will be discussing the events in the story, which is the plot. Second, to be aware of the actors in fictional stories. Characters are "beings that take part in the story" (Clippings. me Editorial Team, n.d.). Students need to be able to answer: who acts in the story? The answer to this question will entail mentioning the characters of the literary work. A further

variation that may pertain to the latter question about characters is the distinction between types of characters.

The students need to be aware of the types of characters by knowing that there are important and less important characters in stories. In addition to the characters, the third element of fiction is the setting. The question of this element is, *when and where do the events take place?* It is important to consider that “in the same way that we need to know where [the] story takes place, we need to know when it takes place” (Clippings. me Editorial Team, n.d.). By answering this question, students will be aware of the time of the events of the story and not the publication date of the literary work, in addition to the place of the events of the story, which can be fictional.

The fourth element of fiction which is needed before conducting a literary analysis is the point of view. It is “the standpoint from which the story is narrated and how it’s told” (Clippings. me Editorial Team, n.d.). This element is related to the perspective through which the events of the story are told. Hence, the question to be asked in order to identify the point of view of stories is how is the story told? Although this question seems simple, the answer requires students’ awareness of several concepts. The point of view in literature refers to the speaker, mainly in poems and plays as well as the narrator in prose (novels and short stories). Writers may different techniques and types of narrators to tell the story, so to be aware of the narrator, students need to be how the story is moving through the narration of the events. However, it is usually easier to identify the narrator of the story by knowing

the main character of the story “protagonist”, for they are commonly used as the narrators of the story. Nevertheless, some stories are told by more than one narrator or even by the writer of the literary work.

In addition for the students to have an adequate understanding of the narrator in the story, they need to consider that there are different types of narrators. The stories in literary texts can be told in a variety of ways: third-person narration, second-person narration, and first-person narration. Third-person narration is the most common mode of narration in which the story is told from an objective perspective.

Stories are told using third-person pronouns (he, she, it, and they). However, a distinction can be made within this type of narration: A third-person narrator can be either omniscient or limited. The omniscient narrator “has access to any character’s psyche at any given time” (Clippings. me Editorial Team, n.d.). An omniscient third-person narrator is one who knows everything concerning the story and they are usually not part of it; here the narrator is not at the same time a character in the story. This type of narrator is more “reliable”, for they take a very objective perspective and tend to tell the story without any intervention in the events.

The second variation in the third-person narration is a third-person limited narrator. The narrator “takes the reader into one (or at most, very few) character’s minds but not all” (Clippings. me Editorial Team, n.d.). In this type, the narrator can also be a part of the story; the narrator is at the same time a character; so, they are less reliable, for they provide

their own perspective toward the events and the other characters in the story, unlike the first type in which the narrator has a more objective attitude toward the events.

The next element that is found in literary texts is the symbol. To understand this element, students need to be aware of the different ways of the writers' expression of meaning. Symbols are recurring elements in literature that writers use to convey meaning. The question that is asked to identify the symbols in literary texts is *what does the representation of the objects used?* Some objects may have universal meanings, which can facilitate the students' understanding. However, some students would find symbols difficult to understand at first, for they are an indirect way of expressing ideas. Therefore, the teacher may explain some universal symbols and the corresponding meanings that are attached to them and allow students to practice expressing their own understanding of the symbols in the texts they read.

In addition to the elements of fiction discussed above, diction is an important element to be considered. It refers to the language used by the writer and the choice of words to express different ideas. It is significant for students to be aware, of not only the content of literary texts but also the form. Writers differ in their choice of words due to various reasons including their different cultural, academic, or even personal backgrounds.

These differences may be reflected in both the content of their writings as well as the language used. Consequently, the teacher needs to raise students' awareness of this element, explaining the connotations of words that can shape the reader's comprehension of

the texts. On the one hand, as foreign learners of English, can benefit from the study of diction to develop some build their vocabulary and acquire linguistic competence by getting more familiar with words and how they are constructed to convey meaning. In addition, the discussion of diction may allow students to learn new words and phrases, which they can use in their own writings. On the other hand, when students are aware of the choice of words and their connotations, they will have a better understanding of the literary texts; such diction is believed to have an impact on the next element of fiction.

The next element in literary texts, which is influenced by diction, is mood. The mood of literature is how the readers feel toward the text and the attitudes they have that result from diction: the writer's choice of words. Students should be aware that the impressions they have when they read a literary text can be greatly influenced by the language used by the writer. The connotations of words may have a significant impact on the readers' understanding of the texts. For example, when reading a miserable story about a character who has been through a series of unfortunate happenings, and the events are described with harsh words that show the sufferance of the character, readers are very likely to feel sad toward the character and may sympathize with them. This emotion of sadness, which is the mood, is a result of the words used to describe the character, which is diction.

Before moving to the final elements of fiction, it is important to consider the tone as another element. The tone in fiction is "the author's behavior towards a certain subject, issue or event, which is exhibited through his writing style" (Clippings. me Editorial Team,

n.d.). Through the tone, we can guess the writer's standpoint toward the subject of the literary work. Knowing the tone of the writer would facilitate the understanding of the overall meaning of meaning conveyed by the writer. For example, a writer can have "happy, sad, ironic, angry, or depressed". Thus, It can It's "generally inclusive of any emotions human beings experience that the author wants to verbally express". It can be noted that by knowing the tone of the writer, it would be easier to understand the writer's viewpoint or the message behind writing the literary text (Clippings. me Editorial Team, n.d.).

In addition to the previous elements, the following is regarded as the most important element of fiction, which is the theme. The theme in a literary text is the "driving force behind the story" (Clippings. me Editorial Team, n.d.). The theme in literature refers to the understanding of the meaning beyond the combination of all the elements discussed above. After the students are aware of all the elements including, plot, characters, and point of view, they can deduce the meaning in the texts and try to identify the writer's message or the moral of the whole. That is why the theme requires an understanding of all the elements of fiction in the text so that students can formulate a statement to express the theme. Therefore, the question to be asked by students about the theme is *what is the moral or the message of the text?*

Three significant points need to be considered in the discussion of the themes. They are explained below:

#### **6.3.1.4 Nature of Themes**

Themes of literary texts are not the general surface meaning. In order to understand the theme of a certain text, students need to see beyond the exact words into a deeper level of meaning. Thus, all of the elements of fiction can be utilized to help students grasp the hidden message of the story. For example, writers may use certain characters that are described in a way that will have a certain impression on the reader, which can affect their comprehension of the theme. Also, the setting used may be chosen carefully to have a certain impression on readers, for the words used can affect the mood, and both affect the deduction of the theme.

The same thing can be applied to the symbols in the story, which corresponding connotations influence the reader's awareness of the themes. Therefore, in order to identify the themes in fictional stories, students need to think critically about all of the literary elements and attempt to answer questions pertaining to each element, so that they can arrive at an overall understanding of the role and impact of those elements on their deduction of the themes. Also, they need to practice looking beyond the simple meanings of the words and seek to discuss the potential intentions of the writers based on concrete evidence that can be derived from their understanding of the component parts of the story. This can facilitate their understanding of the writer's message by leading them to the themes of literary texts.

#### **6.3.1.5 Number of Themes**

A recurrent question that is asked by many students when they study literature for the first time is whether a literary work has one or more themes. They can even be confused when they try to identify the themes of literary texts as they may not be able to decide what the theme of the story is. Thus, to eradicate such confusion, students should be informed that a literary work can have one as well as more themes. However, when there is more than one possible theme in the same story, students need to consider that some themes are more significant than others. The themes, therefore, can be classified into two categories to facilitate the students' recognition:

#### **6.3.1.6 Main Theme**

The main theme in a literary work is linked to the most significant and evident message of the story, which the writer focuses on more than others. Thus, the main theme can include several characters in the story through which the writer's message is conveyed. The moral in the main theme can be generalized to a larger scope in the story beyond the main character to include various characters, whose interaction helps readers to make conclusions that lead to the deduction of the main theme.

#### **6.3.1.7 Secondary Theme**

In addition to the main theme, literary texts can have more secondary themes. A secondary theme is another theme in the story, which is understood through the reader's de-

duction as a result of the understanding of other elements. This type of theme may not be as evident to detect, but it is significant, for it can help readers grasp and deduce the main theme in the story.

### **6.3.2 From a Theme to a Thematic Statement**

After being aware of the types of themes, students need to be able to make a significant distinction between the theme and the thematic statement. As discussed above, the theme is the message of the writer and the moral of the story, which is understood through the combination of the literary element in the story. However, the theme can be a word or a phrase, but a thematic statement is a sentence that can be formulated using the theme to express the writer's attitude. The following example shows how a thematic statement can address the theme in the story:

**Theme:** Anger

**Thematic Statement:** Holding anger can have negative consequences on the person's mental health

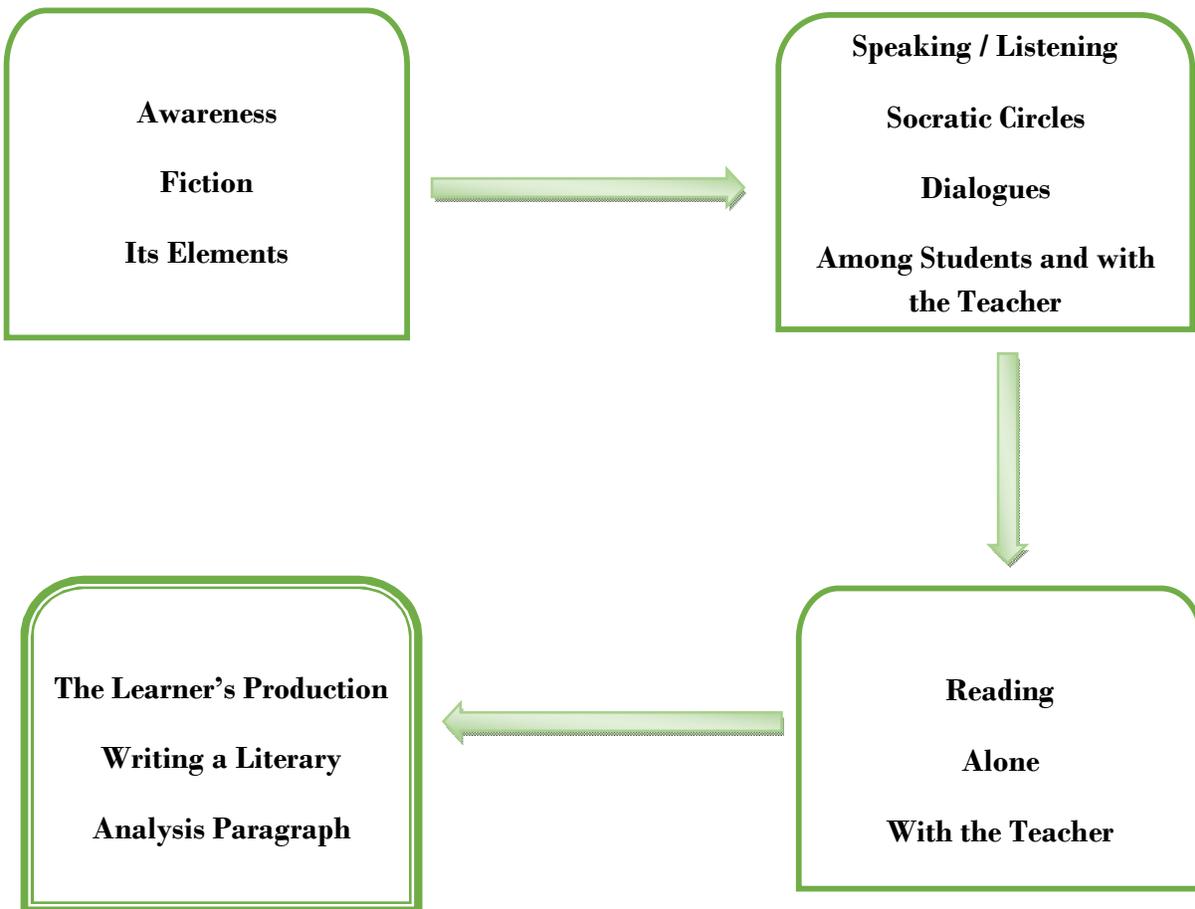
The thematic statement is usually a full, meaningful sentence that expresses the writer's attitude toward the theme. To be able to find a suitable thematic statement, students need first to identify the theme. To make the comprehension of literary texts more attainable, the teacher should allow students to practice identifying themes and expressing them in the forms of words and phrases, then they can make their own thematic statements from

those themes. To start with, students can practice making simpler themes that are relevant to them after making more complex ones. The thematic statements of the students should be corrected by the teacher, who may guide them through the process of making correct and relevant statements from various themes.

### **6.4 Toward a Practical Production**

After discussing the first component of the suggested teaching approach of literature which is awareness, the second component to be illustrated is practice. When students are aware of the significant points that were mentioned previously they can start the study of literary texts. We suggest a practical teaching approach that aims to make the practice of teaching literature more effective by considering several significant areas that could serve both teachers and students in the EFL context.

As indicated above, the purpose of this approach is to make teaching literature more productive as students will have a clear objective that they seek to reach by the end of the course. Hence, in addition to awareness, the second component of the suggested approach is practice. We mean by practice that the nature of the interaction among students and between the teacher and students should be more active through which, not only receive the data that is transmitted by the teacher, but they are encouraged and trained to be more active toward the learning process. The approach targets several important areas within learners for the sake of developing a variety of significant skills; thus, to facilitate the distinction of these skills, they will be discussed, starting with the below:



**Figure 3: Critical Approach of Practical Production<sup>1</sup>**

As portrayed in the figure above, this approach consists of four main principles. The first principle (awareness) has been discussed above as it focused on raising the students' awareness of three important areas: the nature of literary texts, reasons to study literature,

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<sup>1</sup> This approach and its structure are suggested by the researcher.

and the elements of the story in fictional texts. After being aware of those elements, they can be introduced to more complex learning areas that seek to develop their various skills. The next principles will be discussed and illustrated in the order that is shown in the figure above.

#### **6.4.1 Separate and Collective Reading**

Reading is an important part of learning English as a foreign language. It increases the students' familiarity with the language. As they read, students can learn new vocabulary and notice different structures from different writers. Students can start reading on their own and try to elicit the meaning of the texts by identifying the elements of fiction that are listed earlier<sup>2</sup>. After their first reading, the teacher may read the text again with the students in the classroom and explain difficult words together. Then, they can discuss the elements of the story starting with the plot summary of the work, which is a crucial element that facilitates students' understanding and paves the way for the other elements. After students are aware of the events of the story, they can discuss the characters of the story and identify the main characters, especially the protagonist.

The teacher should ensure that all of the students take part in the discussion of the elements. So, they will be able to grasp the theme at the end of the discussion. When students

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<sup>2</sup> Elements of fiction: plot, characters, setting, point of view, symbols, tone mood, theme.

read with the teacher, they can evaluate their own reading and compare their understanding alone to the one with the teacher. By doing this, they can identify their own mistakes and try to correct them and learn from them based on the feedback of the teacher, so they would make less mistakes when reading other texts in the future.

#### **6.4.1.2 Speaking/ Listening**

After reading the literary work alone, students may discuss their own understanding with other students as well as with the teacher. By stating their own viewpoints about the different elements of the story, students practice their speaking skills as they attempt to express themselves clearly to make their arguments convincing. During this process, the teacher may allow students to interact with one another, asking and answering questions, so they can learn from one another.

#### **6.4.1.3. Socratic Circles**

Socratic circles are regarded as a beneficial learning activity through which students are encouraged to speak freely. In these circles, students are divided into two sections. One is the inner circle; whereas, the other is the outer circle. The students of the inner circle may sit in the middle of the classroom facing one another. The teacher explains that only students sitting in the inner circle are allowed to speak while others are supposed to observe them, with each student from the outer circle having a partner from the inner one whom they are supposed to observe and take notes about what they say, so they will discuss them later.

To start the discussion, the teacher begins by asking a series of questions that the students write down. It is important to note that the role of the teacher in those circles is to observe and guides the students throughout the discussion. However, the teacher may intervene to share their opinions. The major focus of the discussion is on the students who should be encouraged to speak, addressing one another in open conversations that mimic real-life situations. This would allow them to feel less restricted and more comfortable for they are not afraid to be judged by anyone.

#### **6.4.1.4 Questions and Answers Rows**

This activity aims to encourage students to make meaningful communication by asking and answering questions among themselves. Before the activity starts, students sit in two rows facing one another, with the same number in each row. The teacher prepares a set of questions about the literary works which they have already discussed and analyzed together in the classroom. Then, the teacher should explain the rules of the activity to ensure a smooth and fruitful experience. The questions are to be printed on two copies, having the same answers. The table below shows the structure of the activity:

Student 11 →	← Student 1
Student 12 →	← Student 2
Student 13 →	← Student 3
Student 14 →	← Student 4

Student 15 →	← Student 5
Student 16 →	← Student 6
Student 17 →	← Student 7
Student 18 →	← Student 8
Student 19 →	← Student 9
Student 20 →	← Student 10

**Figure 4: The Structure of Questions and Answers Rows<sup>3</sup>**

As indicated in the table, all of the students will take part in the activity. They are supervised by the teacher. To start the activity, the teacher hands the two papers to the first students in each row (if the number of students is twenty, the papers are handed to students 1 and student 11, as shown previously in the table). Then, one student chooses a question to ask out loud, and the student in front of him/her has two options: they can choose to answer the question or ask it again to the same question, who has to answer. For every correct answer, the student has one point (+1), and for every wrong answer, they have minus one point (-1). Afterward, the two papers are passed through the two rows, so that the other students can ask and answer the questions in the same manner. The teacher keeps the score of both rows, and at the end of the session, they inform the students about them, announcing which row has better points and won the activity.

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<sup>3</sup> This activity is suggested by the researcher.

After announcing the score of both groups, the teacher discusses the answers to all of the questions with the students. Before the class ends, the students must be aware of the correct answers to each question, so that they will not be confused. The teacher is responsible for discussing the answers along with the students to ensure that everyone has a clear understanding of each question.

This activity has plenty of advantages for the students. They can benefit in a variety of ways from asking and answering questions about the literary works they have studied. They will be working under the guidance and under the supervision of the teacher who encourages them to learn through successful interaction by providing them with a comfortable learning environment, in which they feel comfortable, supported, and free to share their understandings and viewpoints. As they feel so, they would be more willing to participate in the discussion.

The advantages of this activity can be summarized below:

- 1- It ensures that all of the students in the class will participate in the discussion, either by asking or answering a question.
- 2- The students would enjoy the activity, for they feel as if they are playing a game, so they would be eager to win by scoring better points.
- 3- Scoring points require providing the correct answers to the questions asked, so students will do their best to give correct and accurate questions.

- 4- Since the score concern all the students in a row, they will encourage each other to give the correct answer in order to score more points, which can develop the students' collaborative skills.
- 5- The activity allows students to practice speaking and conversational skills by asking and answering questions.
- 6- When the teacher and the students discuss the final answers at the end of the session, students will be aware of the correct and accurate answers, which they are less likely to forget easily, for they were a crucial part of the activity.

It can be argued that this activity targets several areas and develops several skills. During the conversations, in which questions are asked and answered, students are actively involved in the learning process. Also, they recognize that their answers matter, as they decide whether they win or lose a point. So, they would feel more responsible toward their classmates from the same row. As a result, they will be eager to provide the correct answer, which allows them to practice focusing in the classroom. This skill of being actively involved and focused on a certain task can be used in further learning activities, which can help them learn more effectively.

### **6.5 The Learner's Production**

The next and final step in the suggested teaching approach is related to writing. The aim is to train students to be productive. After practicing reading and speaking skills in the previous steps of this approach, students need to practice their writing skills in order to be

more productive. To do so, they will be asked to make a piece of writing about the discussions they had about the themes of the literary work. This step is crucial for both the students and the teacher. Through these writings, the teacher can evaluate the outcomes of the learning process by correcting both the form and the content of the texts written by students.

### **6.5.1 Writing a Literary Analysis**

Writing is a significant skill that EFL students need to develop. Compared to speaking, writing is more complex as it is governed by a variety of rules and restrictions, such as unity, coherence, and punctuation. Thus, it is commonly intimidating for EFL students, who are hesitant toward the process of writing in English. Because of the lack of practice, students are less familiar with writing compared to speaking. Correspondingly, writing about literature is even more complicated. Before writing a literary analysis paragraph or essay, Students need to be aware of what it is. Literary analysis is not just “a summary of a literary work. Instead, it is an argument about the work that expresses a writer’s personal perspective, judgment, or critical evaluation of the work” (Academic Center for Excellence, n.d.). Therefore, students have to distinguish between a simple summary of the events in the story, but entails a thorough understanding of all the other aspects related to the writer and the text.

Although summarizing the plot may be helpful, a literary analysis requires a deeper understanding of all the elements of fiction in the story, including the plot, in order to de-

duce meaning and the writer's message. The literary analysis paragraph may contain a discussion of the themes of the text which is usually "so deeply woven into the plot" (Clip-pings. me Editorial Team, n.d.). In addition, it can discuss the writer's attitude toward a particular subject with reference to events from the story. Besides, as students write their own literary analysis paragraphs, they can express their own options that are based on their personal understanding of the literary text; however, they should be aware that they are required to support every argument or claim they make from concrete examples from the literary work as well as from external sources, or personal experiences.

### **6.6 Limitations of the Research**

As discussed earlier in this chapter with the suggestions, this research recommends some further research, which can be considered as a limitation to his research. To start with, the sample of this study was composed of forty-nine (49) students and seven (7) teachers. The number of students represented all third-year students in the college in which the experimental study was conducted. In addition, some difficulties were faced by the researcher when contacting the teachers to request their participation in the interview. Many teachers were reached by only seven (7) were able to have the interview.

Another important element to be considered in the limitations is the difficult and complex circumstances that paralleled with conducting this research, for it was the period of the widespread of the Covid-19 pandemic as many preventive restrictions were taken. These restrictions made it even more challenging to complete the procedures of the re-

search. For example, it affected the regular lectures of the students and teachers, for they had to miss classes and study online. Accordingly, a lot of effort has been made to have the students together to study, as many sessions were postponed because some students could come in time due to health and transportation issues.

### **6.7 Conclusion**

This final chapter of this thesis provided suggestions for the research as well as a discussion of a suggested teaching approach, namely “Critical Approach of Practical Production”. On the one hand, the suggestions were related to the types of literary texts that were implemented in the practical part. The research suggested that the eclectic approach can be used to teach other genres, in addition to novels, which was the case in this research. Also, it was suggested that the number of participants can be larger to have a more thorough understanding of the issues under discussion. On the other hand, this research provided an illustration of the suggested approach to teaching literature by explaining its components, moving from simple to more complex elements. The approach focuses on improving the outcomes of teaching literature in the EFL context by increasing the students’ awareness about all aspects of studying literary texts, then implementing practical methods and activities to enhance their understanding of literature.



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## **General Conclusion**

This research investigated the significance of the integration of literature in the EFL class. It discussed the potential benefits of the use of the study of literary texts to develop the learners' various skills. In addition, the study examined the different factors that could affect the understanding of literary texts as well as the learners' attitudes toward studying literature. To reach the objectives of the research, several data collection tools were used to have authentic and reliable information. Accordingly, the study opted for a mixed method design, for it allowed the researcher to utilize a variety of methods. To gather concrete and accurate data, two evaluation written tests (pre and post treatment) was used to check the students' scores before and after the intervention of the researcher. To conduct the experimental treatment.

In addition to the tests, and in order to confirm the results of the pre and posttest, a questionnaire was sent to the same participants via Google form. It contained a variety of accurate and relevant statements and questions, whose answers have been discussed and analyzed. Besides, the third data collection tool used in this study is the interview. Seven teachers of literature in English were asked several questions prepared by the researcher in order to elicit responses that could provide a better understanding of findings of the research. The responses of the teachers were inserted and interpreted with relevance to the research subject, questions, and aims.

This research aimed to explore the relationship between the study of literary texts in the EFL class and the improvements in the students' thinking abilities, discussing in the process the potential benefits of the integration of the study and analysis of literary themes

to develop the critical thinking skills of EFL students. In addition, it sought to investigate the effects of the learning environment in the classroom on the learner's outcomes by discussing how the suitable conditions that surround the learning process encourage students to learn and improves the learning results. Besides, the research aimed to illustrate the significance of using the eclectic approach to increase the students' understanding of the themes of literary works and engages them in the learning process.

According to the results of the research methods employed in this research, several conclusions can be made. Based on the findings of the pre and posttest, a significant change was easily noticeable. The results of the posttest showed a clear improvement in the students' scores. When the results of the tests were calculated using the SPSS application, the posttest mean was remarkably greater than the pretest one. The notable improvement in the students' scores indicate the success of the researcher's intervention, which represent the implementation of the eclectic approach, in teaching literature.

Correspondingly, we can confirm the hypothesis which suggests that the use of eclecticism is an effective way of teaching literature to EFL students, for it engages students in the learning process and increases their comprehension, which was reflected in their answers and score of the posttest after the intervention. It is important to note that the questions of the tests were carefully prepared in order to check the students' understanding. Therefore, it can stated that their score indicate a better understanding of the themes which they have studied.

To verify the first hypothesis, based on the results of the questionnaire, some other conclusions can be inferred from the findings of the research. As shown in (chart 24), the majority of the students consider the study of themes of literature an important factor which can increase their critical thinking skills. This can be done through allowing them to share their points of view toward the themes of the different literary works which they read in the classroom. Also, students may be asked to clarify their arguments and provide logical and persuasive evidence in order to increase their critical thinking awareness. This will enable them to understand the motivations behind their own ideas and consider the validity of those beliefs. Therefore, the first hypothesis can be confirmed.

In addition, the second hypothesis can be verified by considering the results of the data collection tools. As indicated in (chart 21), most of the participants (41 out of 42), believe that the suitable learning environment can improve their critical thinking skills. It can be argued that by providing the students with the convenient environment in the classroom in which they feel comfortable, learning would be more effective. This entails allowing them to interact and learn from each other. In order for students to learn from one another under the supervision of the instructor, teachers should try to apply activities that enable them to speak readily with one another without any reluctance or feeling of restriction. Based on these results, the second hypothesis is confirmed.

To verify the third hypothesis, we may consider the participants' responses. The students expressed an evident support for the implementation of the eclectic approach in teaching literature. As shown in (chart 23), the majority of the participants favor the use of

eclecticism in teaching literature, so they are not restricted to only one fixed approach of learning. The large majority of students favored the use of an eclectic approach to literary study. As teachers pick the instructional strategies that work best for their students, learning becomes more personalized.

Consequently, students will readily communicate their views and feel more confident about their thoughts and opinions when they feel more at ease as a result of the proper use of the teaching techniques. As learning becomes increasingly centered on the student rather than the instructor, this approach might increase their autonomy and facilitate their understanding of the themes when they analyze literary works. Based on the above discussion, the third hypothesis is confirmed.

To have an adequate understanding of the research findings, it is significant to consider several conclusions:

- Based on the teachers' responses to the interview, it can be noted and concluded that they aim to help learners acquire a range of thinking abilities. It is important to raise the students' awareness about the utility of the skills, which they acquire from the study of literary texts to be applied in their everyday life. Also, it can be argued that teachers believe that the analysis of the language and the themes of literary works would allow learners to appreciate the value of the texts and develop their thinking skills in the process.

It is apparent that teachers place a great emphasis on two critical components of the learning process: the role of the learning environment in the classroom and its impact on

the teaching/ learning outcomes, as well as the importance of implementing authentic teaching materials that meet the needs of the students. Therefore, they suggested using an eclectic approach because it enables teachers to choose the most effective teaching strategies in order to ensure a successful learning experience.

It is revealed that all of the teachers who were interviewed are already familiar with the eclectic method of literary instruction. Since eclecticism enables them to freely choose the appropriate teaching strategies they feel are most successful given the demands of their students and the goals of the learning process, teachers employ this strategy to tackle various literary works.

It should be emphasized that the eclectic approach to teaching literature is considered to be the most successful method since it meets both the demands of the teachers and the students, which can encourage students to study and help in their comprehension of literature.



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# Appendices

## Appendix 1

### The Questionnaire

#### Section 1 of 6

#### Eclecticism in Teaching Literary Themes

Literature has widely been taught in teaching English as a foreign language, and various approaches have been adapted for that purpose. This form seeks to explore the effectiveness of using an eclectic approach in teaching literature to college students. The data gathered through this form will reflect the attitudes of students of English language and literature towards the approaches and methods used to teach literary texts and their usefulness. Please feel free to choose the right option according to you, and you will be allowed to share your thoughts in the two questions of the last section.

Thank you

Email\*

Full Name

Age

After section 1

Section 2 of 6

#### Section Two: Students' Attitudes toward Studying Literature

You are highly motivated to study literary texts alone.

\*

Yes
No

Studying literature helps you improve your English language skills?

\*

Yes
No

What skills do you think are mostly targeted when studying literary texts?

\*

Reading
Writing
Listening
Speaking

You are very motivated to study literary texts in the classroom?

\*

Yes
No

Which literary genre do you prefer?

\*

Poetry
Novels
Short stories
Drama

After section 2

Continue to next section

Section 3 of 6

### Section Three: Methods of Teaching Literature

In literature classes, students should be the center of the learning process.

\*

Strongly Agree
Agree

Disagree Strongly Disa

Students should be given more opportunities to discuss the themes of literary texts when studying literature.

\*

 Strongly Agree Agree Disagree Strongly Disa

Teaching literature would be more effective if students are highly involved in the learning process.

\*

 Strongly Agree Agree Disagree Strongly Disa

I prefer to study literature using different methods and activities, rather than only one method.

\*

 Strongly Agree Agree Disagree Strongly Disa

The variety of methods and activities motivates students and ensures a better understanding of the literary texts.

\*

 Strongly Agree Agree Disagree Strongly Disa

I prefer learner-centered classes, where students are encouraged to be active participants in the learning process.

\*

Strongly Agree
Agree
Disagree
Strongly Disagree

I prefer to use my prior knowledge and experiences in the classroom.

\*

Strongly Agree
Agree
Disagree
Strongly Disagree

I am more motivated to learn if the teacher implements various methods and allows me to share my opinion with other students.

\*

Strongly Agree
Agree
Disagree
Strongly Disagree

Writing a literary analysis paragraph is helpful in learning the themes of literary texts.

\*

Strongly Agree
Agree
Disagree
Strongly Disagree

Guiding the students through various activities and helping them to link the themes they study to real life situations improve their motivation and makes learning more effective.

\*

Strongly Agree
Agree
Disagree

Strongly Disa

After section 3

Continue to next section

Section 4 of 6

### Section Four: Using Eclecticism to Analyze Literary Themes

Teaching literary texts is more fruitful when teachers allow more freedom to the students to converse freely.

\*

Strongly agree

Agree

Disagree

Strongly disag

It is much easier for me to understand the themes of the literary texts when I can link them to real life situations or to my own experiences.

\*

Strongly agree

Agree

Disagree

Strongly disag

When I work in groups with other students, I am more motivated to study the themes of literary texts.

\*

Strongly agree

Agree

Disagree

Strongly disag

Working in groups with other students makes studying literary texts more effective and enjoyable.

\*

Strongly agree

Agree

Disagree

Strongly disagree

Reading a literary text before coming to class facilitates its understanding when I study it with the teacher in the classroom afterwards.

\*

 Strongly agree Agree Disagree Strongly disagree

The favorable learning environment inside the classroom motivates me and facilitates my understanding of the themes of literary texts.

\*

 Strongly agree Agree Disagree Strongly disagree

After section 4

Continue to next section

Section 5 of 6

### Section Five: Level of Students Critical and Communication Skills in Studying Literature

Studying literature in the classroom can improve students' communicative skills?

\*

 Strongly agree Agree Disagree Strongly disagree

Engaging in group work can help me develop my communication skills

\*

 Strongly agree Agree Disagree

The use of eclecticism in teaching literature and placing the students at the center of the learning process allow them to develop autonomy.

\*

Exploring and analyzing themes can develop my critical thinking awareness

\*

Self-assessment of knowledge in literature classes can help me think more critically

\*

After section 5

Continue to next section

Section 6 of 6

## Section Six: Viewpoints toward Teaching Literature and its Significance

In your opinion, what are the most important benefits of studying literary texts?

\*

Long answer text

How can the teacher make literary texts more compelling and comprehensible to you?

\*

Long answer text

## Appendix 2

### Questions of the Interview

1. How long have you been teaching literature?
2. What literary genres do you prefer/choose to teach? Why?
3. To what extent are students motivated to study literature?
4. What do you do to motivate students to study literature?
5. What elements of literature do you focus on? Why?
6. What approach do you implement in teaching literature?
7. Do you depend on one or more than one method? Why?
8. Are you aware of the eclectic approach? Do you use it? Why or why not?
9. What English skills do you aim to develop in the students?
10. Do you prefer teacher-centered or learner-centered classes? Why?
11. What strategies and activities do you use to make literature classes more effective? Can you give examples?
12. Do you think the teacher should prepare the suitable learning environment, and does it affect the learning process? How?
13. To what extent are these strategies successful?
14. How can students benefit from studying literary texts?

**Appendix 3****The Pretest**

Full Name: .....

Group:.....

**TEST on "I Wandered Lonely as a Cloud"**

Q- What is the definition of MOOD?

- The lesson/message of the poem
- The reader's feelings
- Figurative Language
- The speaker's attitude

Q- What figurative language is used in these lines? Select all that apply

A host, of golden daffodils;

Beside the lake beneath the trees,

Fluttering and dancing in the breeze.

(4-6)

- Imagery
- Metaphor
- Simile
- Personification

Q- What is the best definition of the word "jocund" in line 16?

- cheerful; light hearted
- sunny; sparkling
- hilarious; lively
- alert; spirited

Q- What words BEST demonstrate a reflective tone?

- "inward eye" (21)
- "vacant or in pensive mood" (20)
- "little thought" (17)
- "bliss of solitude" (22)

Q- How is the mood created in stanza 2?

- Through the setting and atmosphere
- Through the dialogue and descriptions
- Through the speaker's perspective
- Through the developing theme

Q- What is the purpose of this poem?

- To help the reader understand how the speaker feels
- To give the reader an idea on what the speaker looks like
- To support the speaker's need to lie on his couch
- To help the reader predict what will happen next

Q- Which answer BEST describes the theme of the poem?

- Even when you are by yourself and lonely, you can find happiness in the world around you using your imagination or happy memory.
- The speaker's happiness does not last forever, but the daffodils give him a boost of joy.
- If you are lonely, go for a walk.
- Daffodils are beautiful.

**-What does the author compare to?**

.....

.....

.....

**-Why do you think the author refer to the daffodils as golden?**

.....

.....

.....

**- Explain the following lines**

- When all at once I saw a crowd,

A host, of golden daffodils;

.....

.....

.....

.....

.....

.....

**Appendix 4**

**The Posttest**

Full Name: .....

Group:.....

- 1. Based on the lectures you have had about Toni Morrison's *Beloved* and *Home*, answer the following questions in simple sentences.**

Where did Sethe live and work as a slave?

.....

Why did she decide to leave the plantation in which in which she worked as a slave?

.....

Choose to adjectives to describe Sethe's life.

.....

Write two causes of Sethe's alienation

.....

What is the result of Sethe's alienation in the story?

.....

How did Sethe seek to escape the feeling of alienation?

.....

What is the main cause of Frank's alienation in Home?

.....

Give two aspects of Frank's alienation in Home?

.....

How did Frank react to the feeling of alienation?

.....



## ملخص

هذا البحث يهدف إلى دراسة فاعلية توظيف المنهج الإنتقائي في تدريس النصوص الأدبية لمتعلمي اللغة الإنجليزية. وذلك من خلال التعرف على إيجابيات تدريس الأدب لمتعلمي اللغة الإنجليزية وأثره على مختلف المهارات مثل التفكير النقدي. هذه الرسالة تهدف أيضا إلى تقييم دور البيئة التعليمية داخل القسم وأثرها على العملية التعليمية. للوصول إلى أهداف الدراسة، تم إستعمال منهج متعدد يتضمن أساليب جمع معلومات كمية ونوعية على غرار الإستبيان الذي تم إرساله إلى الطلبة المشاركين في الدراسة بالإضافة إلى إختبارين كتابيين: قبل وبعد تدخل الباحث لإجراء التجربة التطبيقية والتي تمثلت في استعمال المنهج الإنتقائي لتدريس النصوص الأدبية والمقارنة بين نتائج الإختبارين. بالإضافة إلى ذلك الدراسة تتضمن مقابلات مع أساتذة الأدب من مختلف المؤسسات الجامعية من أجل التعبير عن آرائهم وتوجهاتهم حسب خبرتهم في تدريس النصوص الأدبية لطلبة الجامعة. الجانب التطبيقي كان عبارة عن تدريس موضوعين مهمين من المواضيع الأدبية وهما: العزلة والهروب في روايتين مختلفتين. في الأخير، تم الوصول إلى ان المنهج الإنتقائي له دور فعال في تحسين مستوى فهم الطلبة للنصوص الأدبية وذلك كان واضحا من خلال مقارنة النتائج عبر برنامج (SPSS) حيث أظهرت النتائج البعدية تطور كبير في العلامات المتحصل عليه. بالإضافة إلى إجابات الطلبة للاستبيان ونتائج المقابلات مع الأساتذة حيث أن الجميع أبدى مساندته لاستعمال المنهج الإنتقائي في تدريس الأدب لما يمنحه من حرية وامتيازات في إختيار المناهج المناسبة للتدريس. تم الوصول أيضا إلى أن البيئة التعليمية لها دور مهم في تحفيز الطلبة للتعلم والمشاركة في العملية التعليمية. وبذلك تمت تأكيد فرضيات الدراسة حول فاعلية المنهج الإنتقائي في تدريس النصوص الأدبية، حيث تبين أنه يساعد على زيادة وتسهيل الفهم، وذلك لسهولة الغنتقاء واختيار المناهج المناسبة للتدريس بالنظر إلى توجهات المتعلمين. بالإضافة إلى تأكيد دور البيئة المناسبة للتعلم وذلك لأنها تحفز المتعلمين وتساعدهم على أداء أفضل. أخيرا، هذه الدراسة توصلت إلى أن تدريس الأدب يساعد الطلبة على تطوير تفكيرهم النقدي حيث يمكن استعمال مهارات التحليل الأدبي داخل وخارج القسم.

**الكلمات المفتاحية:** العزلة، الكفاءة، التفكير النقدي، الهروب، البيئة التعليمية، المنهج الإنتقائي، المواضيع الأدبية

### Résumé

L'attitude de beaucoup d'universitaires, exerçant dans l'une des disciplines de l'enseignement de la langue et de la littérature anglaises ont été adoptées pour accroître l'efficacité de l'enseignement de la littérature aux étudiants ELE. Ainsi, en plus de considérer comment enseigner, il est important de sélectionner des ressources pédagogiques appropriées lors de l'enseignement de l'anglais dans un contexte ELE. Notre étude vise à examiner l'efficacité de la mise en œuvre de l'approche éclectique dans l'enseignement des textes littéraires aux étudiants de l'ELE. Elle cherche à déterminer les avantages de l'enseignement de la littérature et leur impact dans l'installation de compétences chez les apprenants de l'ELE, telles que la pensée critique, en utilisant une approche éclectique. Aussi, l'étude évalue l'importance de fournir un environnement d'apprentissage approprié et ses effets sur le processus d'apprentissage. Pour atteindre les objectifs de l'étude, nous avons adopté une approche mixte, reposant à la fois sur les deux méthodes quantitative et qualitatives. Nous avons eu recours à trois outils de collecte de données : un pré-test et un posttest, un questionnaire et un entretien. En tant qu'outils quantitatifs, les deux tests d'évaluation s'adressaient aux étudiants pour vérifier l'efficacité de l'intervention du chercheur, ce qui représentait l'utilisation de l'approche éclectique pour enseigner des thèmes. Les scores des étudiants aux deux tests ont été enregistrés et calculés à l'aide du logiciel SPSS pour déterminer la moyenne et les valeurs du test. De plus, le questionnaire a été envoyé aux étudiants ; tandis que les enseignants ont été interrogés. Les deux outils de collecte de données ont été à la fois quantitatifs et qualitatifs car ils ont été utilisés pour confirmer les résultats des tests d'évaluation. Il a été constaté que l'utilisation de la littérature dans la classe d'ELE développe leurs capacités de pensée critique. En outre, il a été révélé qu'un environnement d'apprentissage adapté joue un grand rôle dans l'amélioration de l'engagement de l'apprenant en classe et permet une interaction réussie. Les résultats de cette étude confirment l'efficacité de la mise en œuvre de l'approche éclectique dans l'enseignement des textes littéraires aux étudiants d'ELE, car elle offre aux enseignants et aux apprenants une multitude de méthodes et d'activités d'enseignement qui intriguent les apprenants et améliorent leur compréhension des thèmes littéraires.

**Mots clés :** Aliénation, compétence, pensée critique, évasion, environnement d'apprentissage, approche éclectique, thèmes.